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National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

APRIL, 1944

15 CENTS



Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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INCORPORATED**

600 South Michigan Blvd., Chicago 5, Illinois

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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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600 South Michigan Blvd., Chicago 5, Illinois

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RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed
in the Education Index.

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Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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MEMBER OF THE





For solving the problems of life in the postwar world we shall need citizens, both men and women, whose lives are founded surely and securely on a realization of spiritual values and a faith in the divine potentialities of all mankind. The National Congress of Parents and Teachers, through its work in character building and spiritual education, is helping to prepare today's young citizens for their all-important roles in the mighty drama of tomorrow.

The President's Message

"If a Man Die"

TO each of us life brings three great experiences: Birth, love, and death. Birth begins our existence; love glorifies it and brings it to completion. We celebrate both with joy and glorify them in song and story. But what of death? It comes to everyone born into the world; when it beckons we must follow its summons into the unknown. Is this the end of personality?

From the dawn of history men have been asking the question Job asked in the depth of his sorrows and afflictions: "If a man die, shall he live again?" Today this question faces millions all over the globe, with the most destructive war of the ages bringing death to countless numbers. None of us can escape the "valley of the shadow of death." "Is this the end?" we cry in anguish. How can we endure the loss of a beloved one? When death comes to us or those close to us, what we crave is something personal rather than philosophic.

Easter brings the answer; it celebrates the triumph of man over death. It brings to fruition the answer Job found in his deepest distress—"I know that my redeemer liveth . . . whom I shall see for myself, and mine eyes shall behold, and not another," which comes to its climax in the victorious words of Paul's first epistle to the Corinthians, chapter XV. It is fitting that we celebrate Easter in the spring, for then nature itself is showing resurrection on every hand. Winter is dead, and new life is surging through every seemingly dead shrub, plant, and tree. All nature teaches that there is continuity to life; that death, indeed, is but a part of life.

BUT, LIKE Job, we must let our sorrow strengthen our faith—faith in a God interested in man. Belief in the *value* of the individual must undergird a belief in the immortality of the individual. It is to preserve this belief, expressed in the democratic way of life, that our men are sacrificing their all, even life itself. The "fruits of the spirit" are the great ideals for which men live and die—the concept of a good life for all, the flights of the human imagination beyond the spheres. Man, the animal, cannot give these things to humanity; but man, made in the image of God, proves to us again and again that we are more than mortal.

What we need is a reaffirmation of our belief in the divine part of our natures. The kingdom of God is within us in this life, and the kingdom of God goes on into the life hereafter. Even though we cannot understand the "why" of sorrow, we can live a life here that makes continuance seem worth while. We can have faith to "go out into the darkness and put our hand into the hand of God" so that we may tread safely through the shadows, knowing there will be light at last.

Myrinetta A. Hastings

President, National Congress of Parents and Teachers



War Comes to *Liberty Hill*



© H. Armstrong Roberts

A BUNDLE TO KEEP

ON THE corner of Main and Chestnut Diana Talcott and Jerry Hunter stood stock still, looking at each other. Around them was April—an afternoon of sunshine after showers. But in the globed sphere of their consciousness there was nothing except themselves and the silence of words too large for their tight throats. As a raindrop hangs poised on a leaf-tip, so the moment hung poised in time. And then, as a full raindrop falls, the silence fell and was broken.

Jerry's voice strained to be nonchalant. "Well, that's that. I'm in the Army now."

"Yes." Diana could not even try for nonchalance.

"It was luck meeting you like this. I was on my way over to your place to tell you."

"Yes."

"Let's walk."

"Yes."

It seemed to Diana that for all the important part of her eighteen years she and Jerry had been going somewhere together. Before the war he used to say, "Let's ride," and they'd drive off somewhere, anywhere, in his old car, affectionately dubbed the Makeshift. Nowadays he said, "Let's walk." But the principle was the same. Whether things were going wrong or going well, the important thing was for her and Jerry to be together.

There was nothing, now, to say. Or perhaps too much. In any case, they walked silent—down Chestnut to the river, and along the path under the new green of the willows. They came at last to the old bridge across the Narrows—or what was left of the bridge; a winter ice-jam had taken out the middle span, and the two ragged ends looked helplessly at each other across the gap. Because this bridge had been always one of their favorite places to stand, with the rustic rail as a leaning place for folded arms, Jerry and Diana walked out on it now, almost to the sagging end, and stood there, watching the tumbling crystal thaw-waters that crowded through the Narrows.

It occurred to Diana, suddenly and hurtlingly, that this bridge was like their own fate. On this side of the torrent, here in the familiar present, was a road they knew. Over on the other side the road continued—visible for a little distance, then curving out

BONARO W. OVERSTREET

of sight. That was the future. But in between was the gap of icy untamed waters. That was the war. That was the time when Jerry would not be anywhere within reach—when he'd be seeing things he would never forget, and that she would never see—when he'd be in danger. . . . If only they could cross the gap to where walking together would be possible again!

Jerry broke silence. "I'm glad it's come." In his voice was an undercurrent of excitement.

"Yes, I know." She did know. That was another something to manage. Because he was glad, she had to be glad. She remembered a comment her mother had once made: that being married means being glad and sorry about the same things in the world. At the time, it hadn't seemed to make much sense. But now—well, even if she wasn't married to Jerry yet, she knew what her mother had meant.

Jerry laughed a remembering laugh. "I was so scared the doctor'd find something wrong that I almost made something wrong. Gosh knows I'm healthy enough. But I began imagining maybe there'd be something I didn't know about—maybe the doctor'd shake his head—maybe I'd have to go out of there all hollow inside from being turned down. I was so scared I began to sweat all over. The doctor thought I was scared about going—and I knew I was scared about

WHEN young lives are turned sharply away from the normal pathway that leads from friendship to romance to marriage and peaceful family relationships, some heartache is inevitable and must be bravely faced. This Liberty Hill story tells how one girl, helped by an old woman's mellow wisdom, reached her full stature as a soldier's sweetheart and took steadfast hold of the difficult task of waiting for her soldier's return.



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not going." As he talked, a queer note of triumph came into his voice—almost as though he had already stepped over a line into a new territory of the spirit. He was accepted. He was in on the job. He said again, "I'm so darned glad it's come!"

"Yes." Diana hesitated. "But it—makes everything look sort of queer—everything looks as though—as though I'd never seen it before." She wished her voice wouldn't sound so wooden; that her knees wouldn't feel so wooden. "I thought I was already for it—and now—and now. . . ." She mustn't sound like that. She mustn't let him know she wasn't glad. She tried to laugh.

Jerry looked at her, as though he were returning from a distant place, returning to be with her again. "Maybe—maybe this isn't something you can get ready for. Maybe it just happens. I mean—well, I've been feeling for weeks that I should be getting ready. But there wasn't anything I could do in advance. I just had to go on, every day, doing what I'd always done—and waiting. And suddenly now—well, I guess what makes the usual things look sort of queer and new is that they don't add up to anything now."

"What do you want to do with the days you have left?"

"What do you want to do?"

"I don't care. Just—just be where you are."

Jerry picked up a sun-warmed disc of stone that lay on the floor of the bridge and skimmed it across the water. "Mom says we're too young to get married."

"That's what Mother and Dad say too."

"Do *you* think we are?"

"I don't know. I—I wish we could get married right now, today. But I guess we can't."

Jerry looked broodingly down at the water. But then he jerked his shoulders and voice to a level of jauntiness. "Well—the days we have left are all ours. What'll we do? Anything you say."

Until he spoke, Diana hadn't realized that a wish had been shaping in her mind. But now she knew. "I think—I'd like to do all the things we've liked most. I'd like to dance with you, and sit across a table from you, and ride our bicycles out to the old quarry for a picnic." Her voice broke a little. "Not anything *special*. Just the—the things we've always liked."

Jerry looked at her as though her idea was a stroke of unmatched genius. "Gosh, that's swell. That's just what I want, but I hadn't thought about it. We'll tie up all the things that are fun in a bundle to keep. Let's begin by dancing tonight—and I want you to wear that blue sort of dress. . . ."

Diana laughed, a catch of desperate happiness in her throat. "My old blue thing? Oh, Jerry!"

Jerry had said it first: *We'll tie up all the things that are fun in a bundle to keep*. But, during the days that followed, Diana remembered the words a hundred times: *a bundle to keep*. She remembered them as she sat beside Jerry on a sun-warmed slab of stone out at the quarry. The picnic lunch was over, and Jerry lay on his back looking up at the sky. The April wind was in his hair; and she watched, with eyes that resolved never to forget, the way a rumpled lock fell across his forehead. *A bundle to keep*. She thought of the words as she danced with Jerry, the two of them part of the music. The music of the night, she thought—the music of the world: all loveliness and heartbreak. She remembered the words as the two of them rode their bicycles along a country lane where April puddles had to be dodged: puddles that caught the sky and held it, blue and cloud-white. She remembered them as she sat at Jerry's family table, where she had been invited for all the meals she cared to take there; sat looking at him—and at his mother and father. *A bundle to keep*. The words played under and over other words that Jerry read to her, one night in front of the fire. They played under and over the words of the hymn she sang, standing at Jerry's side, in church on the final Sunday.

And then she was at the station with him—and

other people she'd known all her life were there with other fellows she'd known all her life. The train came—and Jerry held her tight for a moment and kissed her—and kissed his mother . . . and shook hands with his father—and laughed and saluted and was gone.

Jerry's mother turned to Diana, her voice resolutely steady. "Will you come home with us, dear?"

But Diana knew she didn't want to be with anyone—not for a while. "No, thank you, Mrs. Hunter. No. I'll—I'll just go. . . ."

Diana walked. She walked swiftly, as though she were going somewhere. But she had no goal. She didn't want to go home; not yet. Her family would know too well how she felt. They'd care too much about how she felt. She would just walk. She headed toward the hill at the end of Monument Street.

BUT SHE did not reach the hill. For abruptly she knew who it was she wanted to see—and the knowledge surprised her so much she stopped in her tracks. She wanted to see Old Mrs. Cameron—who had once made cookies for her and still made them for new flocks of children—who had about her, somehow, a great calmness. With sudden urgency Diana hurried—almost ran—toward the house on Clinton Street that had been known for three generations as the Cameron House.

Under its elms, the old house stood preoccupied with lilacs and April sun. Reverting without conscious thought to a long-ago habit of childhood, Diana hurried along the clean gravel path, bordered with spice pinks, to the back door, and found Mrs. Cameron, as she had found her a myriad times, at work in the garden; weeding the bed beside the kitchen steps, where daffodils bloomed.

"Mrs. Cameron—" Diana hesitated.

The woman straightened. "Diana, my dear!"

"He's—he's gone. . . ."

There was no need to explain. The two women, the old and the young, stood looking at each other. Then Mrs. Cameron spoke. "I'm so glad you came. Wouldn't you like to slip into one of my kitchen dresses and help me?"

And Diana knew that was what she wanted: to kneel down on the warm damp earth—to feel it on her fingers and the sun on her back.

An hour later, pleasantly tired, they sat down side by side on the kitchen steps. And Mrs. Cameron answered a question that Diana had asked only with her thoughts. "The way you handle this kind of problem, Diana, is to think, when you're lonely, that you're part of human loneliness. When you're almost cracking open with what you want, you make yourself feel how part and parcel you are of all human wanting. That way you're never quite alone. I learned that—a long while ago."

WILL

"I'M going to school next week," was Sally's eager announcement to almost everyone she met. Her joyous anticipation was not marred by any feelings of concern or inadequacy; rather, she felt "on top of the world." Many experiences and much wise preparation on the part of her family had gone into the building of her attitude.

Fortunately, many children start to school in this confident spirit. But there are still too many who are unhappy at the thought of leaving home, fearful of the unknown activities of a strange environment, and lacking in the energy, independence, and zest they need to set out on new ventures. A considerable number of this second group will be delayed in making effective school progress.

In considering the question, "Will your child be ready for school?" we may assume that "school" means either kindergarten or first grade. Nursery school need not be considered here, because it is not widely established in public schools as yet and because readiness for it is of a somewhat different character. Fortunate and wise are the communities that provide a year or two of kindergarten education in their public schools. Besides furthering the all-round growth of children, the kindergarten shares with the home the responsibility of developing readiness for formal school work. Where there are no kindergartens, the home must carry practically the whole responsibility.

WITH school for the "graduate toddler" only a few months away, what can his parents do to make absolutely sure that he will enter upon his school career with everything in his favor? This was always an important question; it is trebly important today, when all human resources must be conserved and cherished. The eighth and final article of the study course "Basic Training for the Toddler" offers a summation of the beginning pupil's needs and some pertinent suggestions for supplying them.



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Your *Child* Be Ready for School?

OLGA ADAMS

Your Child's Health

HAS YOUR child had a recent check-up by a physician? Has any needed correction or treatment been given before the opening of school?

John's family knew that John did not hear as well as he should, but thought it a slight imperfection that might clear up without treatment. Although he was a very intelligent boy, he had great difficulty in learning to read. He became discouraged and developed a marked antagonism toward school. Finally, in conference with his mother, his teacher discovered the cause. If his hearing defect had been taken care of earlier, it might have saved him much unhappiness.

Has your child had inoculations against communicable diseases? Has he played out of doors in all kinds of weather, with due precautions as to appropriate clothing and length of play time, in order to develop resistance to changes in weather and temperature? Has he had normal contacts with both adults and children outside his own home?

Some degree of immunity against the common cold is acquired through such contacts. The child who is overprotected against weather changes and contacts with persons other than the members of his own family tends to spend much of his first school year "at home with a cold." Loss of school time caused by illness is a marked deterrent to school adjustment and progress.

Has your child established good health routines? Does he eat enough of the right kinds of food to participate vigorously in home and neighborhood activities? Does he have enough sleep to maintain a good emotional balance during the day? Are his habits of elimination regular?

All such considerations of health and physical fitness have direct bearing both on a child's regularity in school attendance and on the quality of his participation in school activities; therefore, they cannot be ignored.

Your Child's Social Maturity

IS YOUR child familiar with the neighborhood in which he lives, including the school he will attend? Many experiences build this familiarity: shopping or going to interesting places with his family and noting along the way the names of streets, the number of blocks walked, and certain outstanding landmarks; taking the walk to school several times, so that he knows it very well, even though he may not go to school alone in the beginning; and visiting school at least once with some member

of his family before going there regularly. In this visit to the school the child should not only meet his prospective teacher—and spend a little time in her room, if possible—but investigate other parts of the school and talk the experience over at home.

It may be well also if he becomes acquainted with some other children in his neighborhood who are starting school at the same time, so that he may feel the warmth of their companionship. All this is highly important in building his sense of security in his new environment. Only as a child feels secure will he take on school learnings readily and well.

Has your child had contacts with other people in his neighborhood, away from his family? Sunday School often provides a fine preschool experience in doing things with other children of similar age, interests, and abilities. A child should have some experience of going to the homes of other children by himself, of playing in neighborhood groups without too close adult supervision, and of going on occasional errands in the neighborhood. All this gives him confidence. Independence and self-assurance founded upon practical, successful experience are most important attributes to bring to school.

Has your child had a part in planning for his school needs? He should help in choosing his clothes for school and in assembling his school supplies. Five- and six-year-olds are very conventional. One way in which they build up that feeling of belonging—so important to all of us in a new social situation—is by wearing the same kind of clothes as do the other children and by having

similar possessions. Your child may be saved much embarrassment if you give him a choice in such matters.

Tom's mother thought he looked "cute" in a visor cap and bought him one to wear to kindergarten. Every day the cap was lost, turning up each time in a more unusual place. Finally it was learned that Tom was suffering from having to wear this cap, which was entirely different from those worn by the other children, and was doing what he could to get rid of it.

Does your child have any idea what to expect in the way of school requirements and activities? The Summer Round-Up, if it is a part of your school procedure, can be made an excellent introduction to certain school requirements. Its purpose should be explained to the child attractively, so as to build up a happy anticipation of it and a willing participation in its rou-

tines. This is not at all difficult to do.

Older members of the family should talk to the child about the things he will be doing in school—never frightening him, but always stressing such points as these: The activities will be enjoyable and not too hard for him; the teacher and also his family will help him when he needs help; he must not expect to learn to read or write on the first day. (Duncan, an ambitious little boy, cried and all but refused to return to school because he could not read at the end of the first day. This seemed funny to adults but tragic to Duncan. He had expected to learn to read as easily and quickly as he had learned to tie his shoes.)

Your Child's Intellectual Interests

HAS YOUR child had stimulating experiences outside his home at the level of his ability? Living experiences may begin for very young children as they go to the station to see a train go by or to the airport to see the planes. Four- and five-year-olds are ready for trips to the zoo, to the museum, perhaps to a neighborhood factory. Even a shopping trip, a picnic, or a Sunday walk may open great new vistas to a child if the adult who is with him will talk over these experiences with him, encourage him to ask questions, and supply him with the new words he needs to express his newly acquired ideas.

This wide background of experience, coupled with a desire on the part of the child to investigate, question, and discuss, is essential to adequate group living and learning in school. If a



child brings the memory of his excursions to his primer story about a train ride or a trip to the fire station, he will be able to learn the new words quickly and to understand the story better.

Has your child begun to express a desire to read, write, and figure for himself? Even though he is nearing his sixth birthday, this is not a signal for you to teach him these skills or even to push him into the first grade. Rather, it is a clue for both the kindergarten and the home to begin to show him the many ways in which these skills are used in everyday living. You and your child can read together and discuss the signs encountered on streets and stores, the labels on clothing, the numbers on houses, the pages of different stories in a book. All this is very useful.

The child may begin to apply some of the knowledge thus gained. He may be able to bring you a can of peas from the pantry shelf "because it says 'peas' on it." He may be able to count four knives, forks, and spoons for the family table. He may be able to print in large stick letters, "WET PAINT," on a sign for a freshly painted porch.

The formal teaching of reading, writing, and numbers is the responsibility of the school and of teachers who are especially trained to do it, but all wise teachers approve the informal meaningful contacts that children can have with these skills in everyday living.

Has your child learned to enjoy books, to have some conception of their various uses, and to give them proper care? A satisfactory feeling for books can be gained only through close association with them. Your child should have his own books and his own special place to keep them. He should have an opportunity to choose at least some of them himself. All parents would do well to consult some authority on appropriate books for children of different ages and to provide a variety of reading material, both fanciful and factual.

Fortunately, many good juvenile books are being published rather inexpensively at present. Books are the sources from which much of our education must come. It is a great help, therefore, if right attitudes toward books and some conception of their usefulness can be developed before a child enters school.

Your Child's Feeling of Adequacy

HAS YOUR child had considerable experience with the various materials he will be using in school? He needs to begin to draw with pencil and crayons at an early age. He will not, of course, produce recognizable pictures at first, but he will gain in control of these tools and acquire liking for them and ease in their use. If he begins to use blunt scissors at about the age of three, he will be quite a master of this tool by the time he enters kindergarten.

He should learn how to paste successfully. He may have some experience with wood and with such tools as the hammer, the saw, the screwdriver, and the brace and bit. He should have at



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least some play material, such as blocks, that requires manipulation on his part.

Through much experience with such materials, under wise encouragement and occasional guidance but with little actual help, he learns to be a self-confident, self-directed individual with various satisfying outlets for his ideas. He learns to think for himself, to investigate, to question, and to experiment. With skill in the use of materials and an attitude of confidence in himself, he has the best possible foundation for school life.

This getting your child ready for school may seem to be a tremendous task. It really is not, because all the essential experiences fall naturally and easily into everyday living. It does, however, call for *understanding* of a child's needs as he sets out—more or less alone—on his first great venture out of the home. It does require specific long-time *planning* to meet these needs.

Moving Toward Maturity



sweep from infancy to maturity take place before our eyes. Infants become children, children become youth, youth become adults. Teachers who face the unending succession of students are made keenly aware of the ever-changing stream of human life, in which man's institutions seem to afford some permanent anchorage.

The child grows up in a home and ultimately takes his place among his fellows. This shift from home life, with its protection and affection, to the social world, with its callousness and indifference, is of major importance. In the family, the child is protected; his deficiencies are explained in terms of good intentions; he is praised and rewarded, not so much for his accomplishments as because of the affection his family feels toward him. The ideal home builds confidence in the child's environment through a stable, secure, and consistent regimen



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AT this time of the year, when many young people are about to graduate from high school and college, one who has devoted his life to the study of children and has lived long enough to observe some of the adult outcomes is given new food for thought. The ceremony of Commencement has survived for many years; it is one of the human institutions whose permanence should give us a measure of hope and courage in this dark hour of the world's history. It means, or it should mean, that the boys and girls of one more year have reached maturity.

The biologist sees growth as a process in which the helpless infant becomes the free-moving adult, able to fend for himself and to endure the rigors of a strenuous existence. As parents, we see this

and in adolescence helps him transform it into self-confidence by giving him increasing opportunities for responsibility. His capacity for taking responsibility is often surprising.

The world of work and affairs, on the other hand, sets its values quite impersonally upon accomplishment. It discharges the lazy, the careless, and the mediocre regardless of excuses. It demands that certain work be accomplished. It tends to sacrifice the individual in order to carry on its own activities. It may put up with some erratic behavior in persons of exceptional talent, but only to a limited extent and only because exceptional talent is comparatively rare. In the long run, it distributes its rewards in terms of the effectiveness with which individuals meet its own demands. Failure to meet these demands is likely to be considered failure in all areas, and the individual suffers accordingly.

THERE was a time when maturity was more or less taken for granted. A young man or a young woman who had reached a stated age level was assumed to be an adult. We know better nowadays; we know that true adulthood is not solely a matter of age. What are the other factors? Can they be controlled? What can parents and teachers do to control them? Those who desire rich fulfillment for their boys and girls will find many of their urgent questions answered in these pages.

JOHN E. ANDERSON

Periods of Transition

FOR ALL children, then, there is the inevitable problem of moving from an affection-centered world into a world full of demands and obligations. "The show must go on" regardless of one's personal feelings. No person is truly mature until he recognizes the obligations imposed by group living and develops some capacity to meet them.

Studies of the growth of intellect reveal that the early thinking of children is largely self-centered. As they grow older, thinking becomes more socialized and more logical. In a recent experiment children and adults faced problems of varying complexity. Some of these problems they succeeded in solving; but when they failed, both the adults and the children rationalized, excused, and explained away their inadequacies.

Most of us, as we move toward maturity, tend to remain childlike in our thinking in some areas, while we become logical and objective in others. Thus, the mature person has some awareness of the areas in which he is competent and tends to be cautious about his claims in other directions. The immature person continues to think in a more or less childish fashion.

Mature thinking involves two factors—the capacity to originate ideas and suggestions and the capacity of self-criticism shown in sorting and selecting them. To a high degree, trained and ordered thinking depends upon the ability to criticize one's own thought products and to view one's ideas and those of others impersonally, as so much "grist for the hopper." A substantial portion of one's education is devoted to building this capacity to discriminate and choose.

This fact is important for parents to know. A sixteen-year-old boy argues strenuously with his father; a fourteen-year-old girl seeks to rearrange

her mother's house in accordance with the latest word of her home economics class. The parents become much concerned over their children's lack of respect. If they were patient and viewed these outbursts as the appearance of a quality essential to mature thinking, they would be far happier and their children far better adjusted.

Again, in the university the first impact with knowledge often leads the young person to be very critical and somewhat disrespectful of our institutions and our culture. If we could see this as a sign that education is taking hold and wait patiently for the results, in time we should see these early critical attitudes replaced by a truer understanding of the value of our institutions and social efforts. And, incidentally, the early critical attitudes are likely to be stronger in the brighter and more able young people than in their fellows.

Learning to "Take It"

CLOSELY related to the development of a mature intellectual capacity is an increasing ability to take an objective and impersonal view of things. If a ten-year-old boy avoids mowing the lawn by telling his mother that he must work his arithmetic problems or that it is "not his turn," he may accept this excuse as equal to mowing the lawn. But in time, if he is to become mature, he must learn that evasion, the dodging of responsibilities and the avoidance of issues are not the same as facing and solving problems. The colloquial expression, "Don't kid yourself," demonstrates this fact clearly. When you "kid yourself," you revert to the childhood level. The mature person, even though he may not actually perform a given duty, refuses to accept this in his own thinking as a substitute for the true article.

Another characteristic of maturity may be described as resiliency in the face of defeat and disappointment. The young child recovers quickly from difficulties. He fights with a friend one minute and plays with him the next. He does not bear grudges, nor is he remorseful. But, as he develops his capacity to recall experiences and to work for remote goals, his emotions carry over from one experience to the next and sometimes interfere with later adjustment. With further growth and experience the person gains control over this tendency.

In some people the long-lasting effects of previous defeat and disappointment are very noticeable. I know two men who lost their jobs in 1933. One still recounts the story of his shabby treatment by his employers with just as much intensity of feeling as though it had occurred yesterday. He is still living in 1933. The other complained bitterly for a week or two, then forgot about it,

and is now firmly reestablished in his career.

The intense emotional reactions that immediately follow bitter disappointment and failure can be forgiven, because they are the cushions that help us take the blows of life. But their continuance long after the passing of the occasion that initiated them, and their interference with present behavior, may have serious consequences. Many maladjusted people show a striking "one-trackedness" in their thought processes and emotions. The effective and mature person regains some of the resiliency of early childhood. The immature person stops at an intermediate point and, by losing his ability to "bounce back," loses much of his effectiveness.

There are great differences in the nervous systems of young human beings. Some are alert and quick, others are slow; some have much special talent, some have little; some have motor coordination and grace, others are clumsy and awkward. But all move forward and gain in some degree. Some are exposed to situations that will bring out their capabilities to the utmost; others may die without ever reaching their full capacity. But—and this is a very important point—without prolonged stimulation and energetic effort, their true potentialities will never be known and hence will be of little value either to them or to society.

The Range and Depth of Interest

THERE is variation, too, in the number of activities in which the child participates freely at different ages. The widest range is apparent at nine years, and with each year thereafter a steady and uniform decline takes place. The nine-year-old will try anything. The twenty-two-year-old has narrowed his interests to those in which he thinks he can perform best. As the child experiments with activities, he learns which ones he can and cannot do. If he is clumsy, he gives up dancing. If he does not readily acquire skill in chess, he turns to some other game. Abilities and interests then come to be positively related, and the environment sorts out children in terms of their varying capacities and gives them differentiated training.

We are all familiar with the increased regularity of our behavior as we grow older. We exchange the versatility of childhood for increased effectiveness in a few activities. But a moment's consideration of our friends will disclose some who have never matured in this sense. They are still trying everything and accomplishing nothing.

So much for the range factor in personality. But there is another factor—the depth factor. By this we mean the intensity with which the individual's interests are pursued. It is important

that he succeed in some area and receive the acclaim and social reinforcement that go with competence. Understand, I am speaking neither of exceptional nor of material success. What I am saying is that a boy or a girl, a man or a woman who has found something socially desirable that he can do well is less likely to become maladjusted than one who has not. He will also move more rapidly toward maturity.

Personality and Growth Expectancies

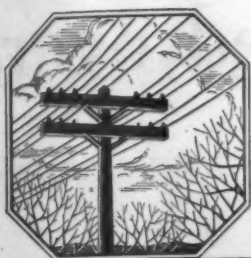
IN earlier thinking, personality was defined as an individual possession. In modern thinking, it is viewed as the "social stimulus value" of the person. It undergoes continuous modification as the individual observes the effects of his behavior upon others and their behavior in turn. Each person literally lives in a goldfish bowl, with his characteristics always on display.

The responsibility of the individual, therefore, is to perfect his skills and abilities. He cannot know definitely what the quality of his performances will be or how they will be received. But his contributions will come through his motivation and his efforts, which will give his capacities a chance to be displayed. The group will value his efforts not so much in terms of the spectacular as in terms of his dependability. Whatever the individual's mind or his aptitudes, they will avail him little in the absence of good work habits. It is not the single outstanding act but the capacity to repeat again and again at a high level that determines group valuations.

In thus speaking of group contributions and group evaluations, we must not lose sight of the individual. Adjustment is a matter of direct concern to every person—the individual reaps the rewards and pays for his failures. Unless he is willing to give his qualities an opportunity to manifest themselves, he cannot hope to realize his full potentiality.

In the United States we search the highways and byways for talent and ability. Democracy gains much of its meaning—and the democratic system of education almost its entire meaning—from the manner in which it sorts out the human resources within the population. Education heightens and quickens the individual's capacities. We cannot do too much to extend and improve it. But an excellent or even an extraordinary education is not sufficient. The carry-over of education into later life and its effective utilization for the welfare of all is much more important.

But the young person need not be greatly concerned with the final outcome if he lives fully and meets his daily responsibilities as they come. For out of responsibilities will come maturity.



Notes from the

NEWSFRONT

Keep Them Rolling.—New inventions suffer no decline because of the war. Just a few of the latest to appear: A paper-hanging machine that applies the paste, trims the edges, and rolls the paper into position for application to the wall. A machine that cooks and serves hamburgers all by itself. A "windshield wiper" for eyeglasses. And, for postwar use, elastic water pipes made of synthetic resin, which freezing cannot damage.

Flying Population.—It is predicted that one person in every 500 in the United States will own an airplane within three years after the war is over. Twice the number of airports now in existence will be needed.

Monster Bomb.—England has the largest aerial bomb "in captivity." It is nicknamed the Supercooky and weighs four tons. Exploding on contact, this bomb demolishes practically everything within 50,000 square yards.

Watch the Black Market.—The OPA reports that, despite all precautions, the food prices charged in excess of ceilings are costing American homemakers about a billion dollars a year. In terms of the single household this amounts to about \$40 annually. Forty dollars is more than enough to buy two war bonds. The OPA warns civilians that the success of the rationing program is strictly up to them. No homemaker who cares about winning the war should ever pay one cent more than the ceiling price for any commodity.

Penicillin.—Although penicillin, the "wonder drug" of recent medical reports, is truly wonderful in many ways, it is not a cure-all. Developed from mold, this substance is highly selective; it acts effectively on some bacteria but not on all. It has had its greatest successes in the treatment of staphylococcus infections (a form of blood poisoning).

Antique Honey.—A honeycomb more than 3,000 years old, with both comb and honey in a perfect state of preservation, has been removed from an Egyptian tomb and is now kept at the American Honey Institute, Madison, Wisconsin.

The Baxters Win Recognition.—"The Baxters," radio presentation of the National Congress of Parents and Teachers in collaboration with the National Broadcasting Company, has been placed on the list of recommended programs passed on by the Committee on Better Radio Listening of the American Association of University Women.

Bicycle Safety.—Anyone who lives in Kansas City, Missouri, and wants his bicycle painted white for easy visibility after dark may have the job done absolutely free by taking the bicycle to police headquarters. This measure is expected to cut down night accidents involving bicycles. It is one that may well be adopted by other communities all over the nation.

Shoes.—The total shoe production in 1943 was 5 per cent lower than in 1942. Now, with OPA deciding that two pairs of rationed shoes per year is the most that can

be allowed any one person, the problem is more acute than ever. Shoemakers, it is said, have only moderate hopes of the various substitutes for shoe materials that have been tried. It now becomes a patriotic duty to take the best possible care of shoes already bought. In purchasing a new pair, it is a wise precaution to give them a preliminary going-over with neatsfoot oil. This helps immensely in preserving the leather against both wear and dampness.

Growth Hormone.—Remember the substance eaten by Alice in Wonderland, that made her shoot up suddenly to a prodigious height? Science has now discovered a growth hormone that makes ordinary rats grow to about the size of small dogs. It is thought that this hormone may sometimes be helpful in the cases of children whose pituitary glands are deficient and who, without it, might fail to grow to their normal stature. Further experiments, of course, will be necessary to determine just how helpful it will be and whether there are ill effects as well.

Firsts.—The first major industry of New York was trading in beaver pelts. . . . Paper money was printed for the first time in the tenth century. . . . The first edition of the Bible ever printed in America was in the Indian language. . . . The acre was originally the amount of land a yoke of oxen could plow in a day. . . . The art of ventriloquism (which gave our nation Charlie McCarthy!) was discovered 'way back, two thousand years ago. . . . And an old Roman legend has it that kissing first became the custom in order to enable men to find out whether their wives had been tasting wine!

Will.—The oldest will on record is an Egyptian document drawn up in 2500 B.C. It is written in such good legal language that it could be probated today.

Progress.—An Army physician, Lt. Col. Worth B. Daniels of Fort Bragg, North Carolina, has gone on record to the effect that spinal meningitis, one of the most dreaded and dreadful of children's diseases, has been "all but conquered." Use of the sulfa drugs has been largely responsible for this great achievement. It is hoped that the more recently developed drug, penicillin, may complete the conquest.

Collection.—In a Midwestern city a physician, hearing unaccustomed noises under his front porch, investigated and found a dry cistern into which had fallen a chow dog, an Angora cat, a Boston bulldog, and a Rhode Island Red hen. All were alive.

Proof.—In one of our Southern states a young mother was told that in order to obtain a ration book for her baby she must produce evidence of his birth. Not being closely acquainted with birth certificates and the procedures connected with vital statistics, she puzzled over this direction for some time. Finally she carried the baby several miles over a mountain road to the ration board's office, and, staggering with exhaustion, set him down on the main desk. "Well, there he is," she announced wearily but triumphantly. "I reckon that'll show you he was born. Now does he git a ration book?"

The captains rolled over

ROBERT P. TRISTRAM COFFIN

ANNIE was soft, but Zenobia, her sister, was hard as the Rock of Gibraltar. And proud of it; she always had been.

The Quinnam girls, as coast people called them, were in their eighties now. They were spinsters and kept house together in the old sea-captain mansion of the family. They were the last of a generation that had seen great ships grow up from a keel and slide down through Maine daisies, on their way to Batavia and Singapore and Rio. People said the two girls must rattle around in so big a house.

Zenobia was the strong one. She had always had to do Annie's thinking for her all her life. Annie was afraid of her own shadow, afraid of putting in too much tea in the teapot, afraid to call her soul her own. Zenobia had to do everything about the house, and hoe the garden and do the shopping in town, too. She couldn't trust Annie even to build the fire.

But Zenobia had the strength of ten. She had kept everything ship-shape in the Quinnam House for going on eighty years. The old sea captains of the family could have eaten off her floors. Not that they would have needed to, if they had come back from the bottom of the Indian Ocean or the South Pacific. There were scrubbed tables enough for them to eat a meal of victuals on. Zenobia never allowed a spider to spread a web or a spot to smutch her wallpapers. Everything in the Quinnam House was spick-and-span and Bristol-fashion.

Of course, as she and her sister got deeper into the sunset, Zena had had to take in her sails a bit. For Annie's sake, she had come to sleeping double. Annie's bones, for all her fleshiness, felt

the cold so. And Zena had had to come downstairs, to the room next the sitting-room. It was a terrible New England comedown. But that was where they slept.

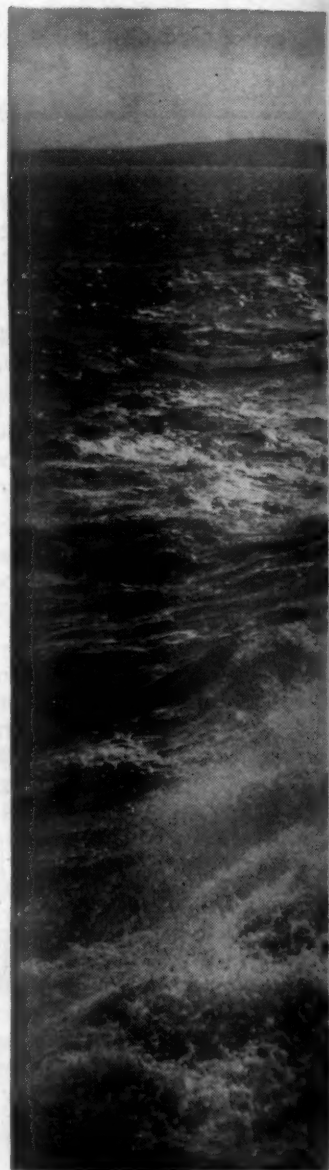
Annie was so soft, Zenobia had made the concession of having a fire in the sitting-room, to warm her sister up before she plunged into the icy sheets. It was as near to the sin of sleeping in a warmed room as Zena could come. But she came. She toasted her own shins, too, of course, while Annie warmed hers, so as not to waste the fire. But she could have done without it. She had done without all her life.

It was only an oil-stove that Zenobia lighted for the bed-going. She brought it in by its tall handle and set it down in the middle of the room.

Then she and Annie undressed around it, and sat in their nightgowns for a bit. Afterwards, they got up and dived together into the cold bed.

It had been like using pages of the family Bible for tapers, their undressing in the sitting-room. But Annie was soft. Zena had had to come to it. Her ancestors, the hard old captains, must be turning over in their watery graves!

This January night was cracking cold. The blue stars sputtered at the windows. It was too cold for the panes to frost up. It was away below zero. The waterbucket in the kitchen was skimming over. Annie and Zenobia had their long flannel nightgowns on, and they were sitting in their rocking-chairs, with the hot oil-stove exactly in between them. Annie kept dozing off, as she always



EVEN while war is raging, a story that brings a laugh is good "morale tonic." And it's particularly good in that respect if it's a story of the old-fashioned reminiscent kind that calls to mind half-forgotten memories and family anecdotes of our own. This is such a story, offered in the hope that it will recall the "auld lang syne," lighten the day's routine, and send many a busy war worker back to the job with a smile.

in their graves



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did. Zenobia had to keep an eye on her all the time.

"Annie!—you're asleep! Wake up!"

Annie's plump pink face came up with a start in the light coming like polka dots from the holes in the stove. "I'm sorry, Zena."

The oil-stove made a purring sound like a cat. Zena hadn't had a cat for years. The house was awful still. It was a shame to waste all this oil. But the heat felt good on Zena's knees. It was kind of nice. No cat for years. It was like having a cat right on her lap. Like . . .

Zenobia's chin jerked up. She sat up with a guilty jump. She had napped. She looked across at Annie. Her mouth fell open wide. Her blood froze in her.

There was no Annie there! Annie had gone. A giant black woman had stolen in. And there she sat in Zenobia's best chair!

Zenobia let out a blood-curdling scream.

Her mother had been frightened half out of her wits once by a vast black native servant her husband had brought home from the Barbadoes. The fright had marked Zenobia before she was born.

Zenobia let out a louder scream.

Annie came to. Her eyes popped open. She saw a fearful thing. In the chair opposite her there was a tall thin black shadow. It had its mouth open and was yowling at her like an alley cat.

Annie shrieked in mortal terror. She yelled and yelled and could not stop.

When Zenobia saw the vast mouth of the sleeping giantess gape open, and when she saw her eyes roll back to nothing but the whites, she let out scream on scream on scream.

The two of them sat and screamed together. The house quivered.

THE neighbors came running. When they burst in the door, they saw a sight that staggered them. The Quinnam sisters, black as coals, sat facing each other in their chairs, and they were screaming like all Bedlam broken loose.

The oil-stove had gone on a rampage while Zenobia dozed. It had smoked up. It had filled the room with floating carbon. It had turned two New England spinsters into women of the Inner Congo. There they sat, screaming at each other.

It took the neighbors ten minutes to calm the sisters down. It wasn't until they brought washcloths and got their faces white that the sisters stopped taking on. Zenobia was worse than Annie. She was still crying out after Annie was just sobbing and hiccupping.

It was nearly cockcrow by the time the neighbors had got Annie and Zenobia clean New England folks again. They had to scrub them all over with soap and get them new nightgowns. They had to pat them and stroke their hair. They had them soothed down at last and side by side in the clean bed. But even then, Zenobia the hard, Zenobia the strong, was weeping like a child.

The sitting-room was black as Egypt. It would take weeks of scrubbing to get the soot off the walls and ceiling. Some of it would never come off. Some of it is still there to this day.

And from that night on, Zenobia Quinnam showed a streak of gentleness in her at last. She gave in and let Annie sleep in a warm room. She brought the bed out into the sitting-room and put it right smack up against the brand new, airtight wood-stove she bought for the cold nights.

Probably the old captains rolled completely over in their Pacific graves.

VACATIONS IN A FREE LAND

EDUARD C. LINDEMAN

PROFESSORS do not always do what they profess. At this moment I am supposed to be enjoying my only vacation of the year, and yet I am engaged in the labor of preparing an article on the needs and virtues of vacations. Which is a reminder of the anecdote told about my efforts to travel from Boston to New Orleans some years ago in order to speak at a dinner of educators. It was a hectic trip. After using railroads, airplanes, and taxicabs—not to speak of changing clothes on the train—I arrived at the banquet, breathless, just as the toastmaster had finished his last story. My subject on that occasion was "Education for Leisure Time."

Vacations have become an integral part of modern culture. Originally, vacations were considered a special privilege of the wealthy; later the various professional groups were granted regular periods each year freed from work, sometimes with pay but more often without. Nowadays, vacations are included in the terms of labor contracts negotiated by trade unions. In fact, vacations have become so important that they mark the year's round of life for many people; time is measured as the period between holidays. As the vacation period arrives one notes the beginning of a cultural ritual.

The modern conception of that one segment of the year when we are completely liberated from labor is not exclusively a democratic ritual, however. In the early days of Hitler's regime in Germany there was much discussion of vacations. Indeed, the conception of vacations was incorporated in the Nazi ideology, and the people were told that the new rulers would provide not merely time but inviting facilities for regular holidays. And, as a matter of fact, the Nazis actually did make it possible for citizens of the Reich to travel at small cost to all the picturesque places in Europe. Nazi tourists became, indeed, the missionaries of the new German society.

Here we note at once a sharp distinction between democratic and totalitarian conceptions. By the Nazis a vacation was immediately interpreted not as a good for the individual citizen but as something that could be used on behalf of the

state. It was not enough that the individual should find enjoyment and relaxation; he must also perform some duty for the regime; he must utilize his vacation for the purpose of advancing Nazism.

In a free land we may assume that vacationers are not instructed to use their holidays as opportunities for propaganda.

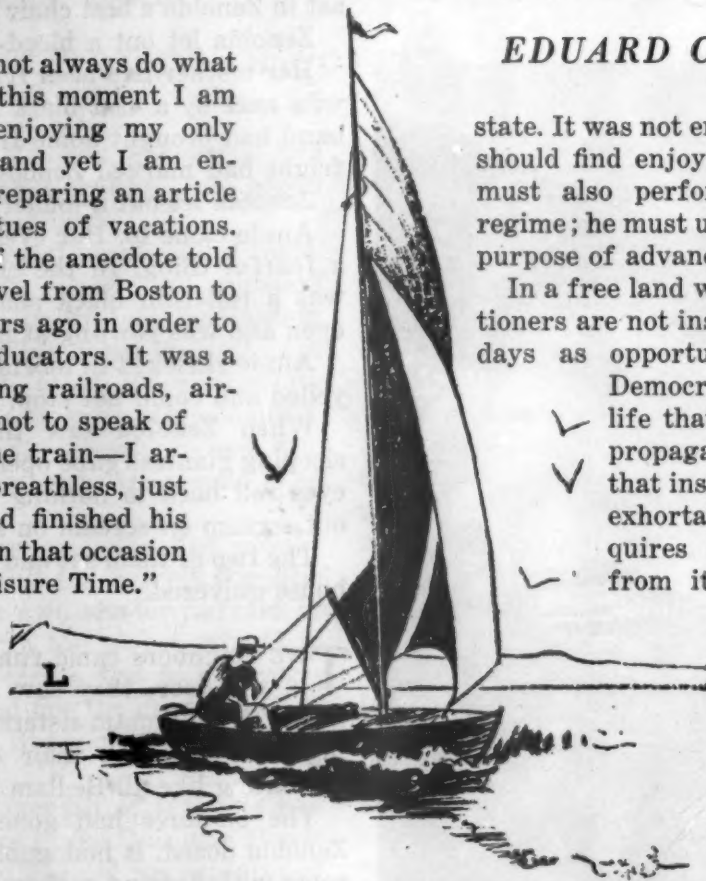
Democracy, in fact, is a way of life that benefits but little from propaganda. It is a way of life that instructs by example, not by exhortation. The nation that requires constant glorification from its citizens has probably already lost its glory. In a free land, citizens go forth for vacations for the purpose of—yes, for the purpose of—well, it isn't so easily described as I thought when that sentence was begun. I see now

that this is a topic requiring thoughtful consideration if one is not merely to repeat the commonplace.

What Is a Vacation?

SOME people go on vacations as a matter of habit; they've done it before, and so they do it again. Some go because it's the style; some go because it seems to them a way of demonstrating a certain degree of superiority. If their neighbors are not able to take a holiday, so much the better; that gives them even more satisfaction, a greater sense of superiority.

Finally, I am convinced that a very large percentage of my fellow-Americans take vacations simply because they are bored with their work and their lives. When I was a boy I drove a delivery wagon for a grocery store. In the summer I transported huge quantities of food to camps along the beautiful river near our town. These camps were occupied by relays of workers from Pittsburgh—glass-blowers they were. And what did these vacationers do during their holidays? They ate, drank immense quantities of beer, and slept. They had vacated their homes and factories, but they certainly were not enjoying a real vacation. I have seen this performance duplicated even in such



WITH summer coming on apace, the question of vacations will soon be uppermost in many minds. Just what is a vacation, anyway? How important is it? Ought we perhaps to discontinue all vacations for the duration of the war? This, the eighth and final article in the study course "The Family's Stake in Freedom," defines vacations in terms of expanding the total personality.



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avored vacation places as Miami, where, I presume, one may find the highest concentration of boredom on the American continent.

All of the foregoing remarks lead to the conclusion that people should be educated for vacations. Aristotle once said that the main purpose of education is to teach people how to use their leisure rightly. If, then, one were to imagine a counseling service to which people might come for advice and guidance concerning their vacations, what incentives would the educator utilize?

The counselor would not, I presume, begin by describing the places where people customarily go for holidays. On the contrary, he would begin by

discovering what the particular person or family really needs. Has he been confined in his work? Then perhaps an out-of-door holiday would be preferable. Have his work and experience been exacting? Then perhaps he requires a vacation with the least possible amount of planning. Certainly a vacation should use some segment of personality that has been more or less neglected. Its purpose is to give room for the total personality to expand. And for a great many people the best form of vacation is that which furnishes relaxation, complete restfulness.

These are the usual reasons for vacations, but from an educational viewpoint there are several less obvious potentialities. A vacation may be the opening for a new interest, a new hobby. If so, its consequences will be to renew youth, since it seems true that we are really old only when we can no longer take up a new interest.

A vacation may be an opportunity for deepening one's friendships or for enhancing one's range of knowledge and appreciation. For example, I happen to be an amateur ornithologist. Many of my holidays are spent in widening my knowledge of American birds—a sheer enjoyment. But I have also found some fine friendships among my fellow bird-lovers.

And I must not omit the function of solitude. Our lives are hurried and restless; we scarcely have time to discover ourselves, and now and then the best of holidays is one that takes us away from people and the impact of a tense, nervous civilization.

A family vacation is, of course, often desirable, but not as a fixed rule. To pretend that husbands and wives always have identical interests is a form of dishonesty.

Families with children frequently find it advisable to go on whole-family trips and excursions, or even—especially since the beginning of the war—to plan whole-family holidays centered about the home and the backyard playground. Either can be made highly rewarding to all concerned. It has been well said that “a change of work is rest,” and children enjoy and profit by a temporary change from school activities to family employments in camping, out-door cooking, and the like. Arts and crafts may often be incorporated in the whole-family vacation, as may music, books, and nature study. In planning a vacation, one should not be too much restricted by considerations of what is “the usual thing.” The unusual thing is quite often even more delightful.

All through this article I have been writing about vacations for free men and women and boys and girls who may well consider their vacations one shining example of their freedom. But, alas, many of our citizens are not entirely free. We have a marvelous system of national and state parks owned by the people and designed for the people's enjoyment. But it costs money to enjoy a holiday at one of the great national parks, more money than the vast majority of our citizens have had for such purposes.

If we really wish to derive the finest benefits from vacations, we must also be interested in elevating incomes and raising the standards of life for our total population. If vacations are to become the symbols of free people living in a free land, there must be the actual freedom to purchase one's transportation. Vacation savings plans are already in vogue and should be rapidly expanded, but, most of all, we must move as fast as possible in the direction of a more equitable distribution of our national income.

Vacations During War

IN closing this rambling essay on vacations, I feel impelled to add a few words concerning vacations in wartime. Some publicists seem to imply that to take a vacation when our country is at war, fighting for its survival, reveals a lack of patriotism. I do not agree. It seems to me that the exact contrary may be argued; namely, that the stress and strain of life in wartime demands occasional relief from labor. Efficiency will, I believe, be thus enhanced. But, more than that, mental health will be preserved. The human body is not a machine, and human personality is something more than a bundle of usable capacities.

Many of our young people today, having proved to themselves and to the world that they can be of genuine service toward the winning of the war, are planning to spend their vacations on the farm. City boys and girls find the change from their usual environment stimulating and revealing; life “close to the soil” brings them experiences they might otherwise have missed altogether.

Such a vacation has everything to recommend it if it is truly a vacation—if it affords the young people the change of outlook everyone occasionally needs, and if it is taken under conditions of adequate sanitation and supervision. The hours at which young people work should be carefully checked and all necessary safety precautions taken. Farm machinery may otherwise present a real hazard.

Whatever type of vacation is chosen, let's consider ourselves free to seek the renewed strength that comes from relaxation and change. We must win this war, but we must also win a dignified victory, a victory that reflects the faith and hope of free men and women. To win the war by losing our inner sense of freedom and personal dignity would be a hollow victory. We must win a victory that does not leave us “bankrupt and desolate in spirit when the goal is won.”

VACATION TIME

I have the feeling that once I get home again I shall need to sleep three weeks on end to get rested from the rest I've had.—THOMAS MANN

Steep thyself in a bowl of summertime.—VERGIL

If those who are the enemies of innocent amusement had their way, they would take both spring and youth out of the world.—BALZAC

Pleasant it is to trifle now and then.—HORACE

The soul of a holiday is liberty to think, feel, and do just as one pleases.—HAZLITT

THE *NPT Quiz* PROGRAM

THIS quiz program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.



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● *We have two sons, Donald, twelve years old, and Paul, seven. They are constantly bickering; nothing seems to stop their quarreling for more than a few minutes when they are together.*

WITH FIVE years between them, Paul and Donald have, of course, widely different interests; yet, as children in the same family, they share equipment, play space, and daily household routines. This fact alone would account for some of their clashes. A careful study of the problem from this point of view might suggest adjustments that would remove a few causes of combat; for example, the use of the radio might be so allocated that each boy receives a fair share of time and has an opportunity to select his broadcasts without interference from the other. Similar adjustments can be made in many other instances.

Next, look for the deeper causes. Does Paul suffer from a sense of inferiority because Donald is older and stronger and has been able to impress other people more? On the other hand, is Donald secretly nursing a grudge because Paul is "such a baby" and "always has to be given in to"? Jealousy is often a highly important factor in constant quarreling. The only safe course is one of absolute impartiality and justice, with no special favors granted either because of Paul's being the younger or because of Donald's being the older. Common sense implies, of course, that some distinctions must be made, but they must always be made by force of circumstances and with such good reason that both boys can understand why they are made—never on the arbitrary basis of prestige accorded "the younger" or "the older."

This should not be taken to mean that Donald, as the older brother, should have no sense of responsibility for Paul as the younger, or that Paul should not be encouraged to "look up to" Donald as his natural example and guide in many situations. Wise parents plan occasions to build true brotherly feeling, so that as the children mature they may grow into a knowledge of brotherhood in its deepest and finest sense. If occasions of jealousy are avoided, this is not at all difficult.

Do you compare the boys' abilities and achievements within their hearing? This is a most unfortunate practice, and it is most unfortunately frequent. Nothing will build up jealousy and hostility faster than a comparison that gives one boy cause to feel smug and self-satisfied at the expense of the other. Each should be helped to realize *his own* best capacities; his brother's capacities are his brother's concern. It is entirely possible for two brothers, two sisters, or a brother and a sister who are utterly unlike to grow into real admiration of each other's abilities, with no intermixture of envy or jealousy to mar their relations. They will fall out occasionally, of course; a certain amount of disagreement is inevitable among children. But their quarrels will be only occasional and not constant.

Neither Paul nor Donald should ever have reason to ask himself whether his father or his mother is fonder and prouder of the other boy. Both should be made to feel secure in the affections of both parents. Each should know that he is valued for his own worth as a person, not for his likeness or unlikeness to his brother.

● *In spite of the fact that I provide them with plenty of good books and magazines, my two children, Tom and Lucy, aged eleven and nine respectively, cling to the ever-present "comic books" in preference to everything else. What can I do?*

THE CHIEF attraction of the so-called comic books is the excitement they provide. Children have a natural love of high adventure, and neither their reasoning powers nor their literary taste has developed far enough to enable them to distinguish the romantic from the ridiculous. To them the fantastic exploits of Superman and his ilk really represent high adventure, and herein lies the dan-

ger. The comics provide too easy an escape from reality, and the child may be led into a dreamy state of wishful thinking that will keep him from trying to accomplish anything worth while. What would his best efforts amount to when compared to the exploits of Superman, Flash Gordon, or Invisible Scarlet O'Neill?

It has been suggested, therefore, that in addition to providing good literature a parent will be well advised to furnish the child with an abundance of opportunities for creative expression. Try to get Tom and Lucy interested in doing or making something—if possible, something for which no modern mechanical gadgets are needed; something they can do with their own hands. Dependence upon mechanical gadgets is closely related to dependence on such things as the comics and the radio for the entertainment that should come from good reading. We are all in danger nowadays of becoming more or less helpless, and helpless hands have a way of being allied to lazy minds. Through some creative activity—arts and crafts, nature collections, camp cooking, and the like—children find their minds stimulated and hungry for the solid nourishment that is to be found only in good books.

Another important point is to make sure that the books you provide for your children are not lacking in the adventurous element. There is a great deal of interest at present in books about children of other countries, which makes your selection easier; the mere laying of the scene in a foreign land, among colorful and unfamiliar surroundings, goes a long way to provide the atmosphere of adventure. Do not neglect the great books of the past. There is more real adventure and romance in one chapter of *Treasure Island* than in ten years' issues of all the popular comics in the country put together.

Finally, how well do your children read? If reading is an effort for them, they may turn to the comics simply because the picture-stories are easily and quickly taken in. Perhaps Tom and Lucy need help with their reading skills. A talk with their teachers might reveal a lack in this direction. When reading becomes easy and pleasant, they will turn naturally to good books.

Your children's librarian will be glad to suggest books and magazines that will help you solve your problem. Another source of reliable information will be found in the reviews regularly appearing in newspapers and literary journals. Parents who keep up with the new books that are constantly being published will find themselves growing

steadily in understanding of what their children need.

Finally, read *with* your children and discuss what you have read together. When you perceive that real interest has been aroused, that genuine good taste is developing, encourage that spark for all you're worth. You will be more than rewarded.

● *What shall I do about my daughter, who, at the end of her first year of college, still has no clear idea of what she wants to do in life? She is a better than average student, but she seems to have no leaning toward any one vocation.*

GIVE HER time—all the time she needs. Although many young people of your daughter's age and attainments have fixed upon a definite life goal, many others have not; and those in the second group are quite as likely to do well, since a considerable number of first choices are false choices. There are cases, of course, in which a strong native talent simply takes the decision out of its possessor's hands, but these are comparatively rare.

There is one great point of advantage in a situation like your daughter's. This is the fact that she will have a far wider choice of vocations than would otherwise be available to her. Too, she can probably profit greatly by the standard vocational tests now given both by schools and by business and professional groups. Particular aptitudes are often uncovered by such tests—aptitudes that neither the young person nor his parents have ever realized.

There is one other reason for the prevalence of this problem nowadays, and that is the great versatility built up in most intelligent young people by the many avenues of expression now open to them. Fifty years ago—even twenty-five years ago—the narrower choice of interests tended to force a decision at a much earlier age. The average young person of today has at least a moderate command of a number of different skills and is interested in a number of different activities; it is small wonder he sometimes finds it hard to choose among them.

Your daughter has three more years of college. By the time she is graduated she will probably have reached a more or less decisive state of mind. But even if she has not, there is no cause for despair; let her reach her decision, if she must, by trial and error. Since she is a "better than average student," a very little actual experience in one or two wrong directions will point her to the right one.



KATHARINE WHITESIDE TAYLOR

centeredness." Studies from many philosophies indicate that democratic personalities come most surely from genuinely democratic family relationships.

The basic relationship that sets the pattern of family life is that between husband and wife. As the parents are toward each other, so will the children be toward each other and toward their fellows at maturity. If one dominates the other, the frustrated one will tend to work out hostile impulses around the children, warping their growth in turn. A really democratic relationship between husband and wife tends to develop mature individuals, capable of cooperation on equal terms with their fellows in the community.

The best of our American families have been evolving in that direction. A high school girl of foreign extraction who worked for board and room in a Seattle family was amazed that the father helped with the children and the dishes and showed her the same courtesies he showed to guests. (She said that in the old country the father would just sit and be waited on—even in 1943!) Will the strains and disruptions brought into the family by the war destroy or heighten such wholesome American trends?

To translate crisis into Chinese one needs two words, "Wei chei"—literally, dangerous opportunity. Despite its horror and devastation, war serves also as a crucible for testing values and forging new hopes. It provides a dangerous opportunity for either the disintegration of the American family or the evolution of patterns close to the democratic ideal. The outcome depends upon the wisdom with which the key men and women of every community guide that community's thinking.

With the industrialization of American life and the movement toward the cities, there has been a growing cleavage between the lives of husbands and those of wives. "Mother's place is in the home" has been paralleled by "Father's place is in the office." In colonial, pioneer, and plantation days, and in some farm families even now, real partner-

Will Democracy Turn to the Family?

AMERICANS face a threefold task: winning a deadly war, laying the foundations of lasting peace while the war is still in progress, and, in spite of these all-absorbing tasks, developing the basic values of American culture. In all three the family's contribution is fundamental, and in all three the family plays for the highest stakes.

War and the family are natural enemies. War breaks up families and subordinates family values. On the other hand, the ideals of American family life—affection, sympathy, cooperation, mutual respect, and helpfulness—when eloquently lived within the home and extended into the community and the world, are those which will obliterate war from the whole human scene.

We need not blame ourselves too much that our democratic dream has been only partially realized. True democracy in any group, large or small, makes the greatest demands upon the individual for genuine maturity and "other-

ship, with mutual understanding and appreciation, has existed between husbands and wives. But more and more of the urban homemaker's tasks have been taken over by industry; her economic productivity has decreased; and recognition of her contribution has dwindled accordingly.

As industry and business more and more have taken fathers from homes, women have tried to grasp at what satisfaction they could get from being left supreme at home. As a result, they have too often excluded their husbands psychologically from family plans and responsibilities. Sons reared by a dominating mother may, in turn, have grown up with a fear of women, and this



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may make them hostile to the entry of women into vocations and community affairs. Thus the breach is continually widened.

Why Waste Ability?

WOMEN with capacities not primarily suited to homemaking or fully utilized therein, yet spending most of their waking hours in the routine tasks of housekeeping and caring for small children, deserve special consideration. One brilliant girl, who had an outstanding college record, confided that during the early years of her marriage, when she spent most of her day cooking, cleaning, and washing, she had the feeling at times of being condemned to penal servitude. In a strange city and away from relatives, with no help, four small

children, and a husband completely absorbed in his profession, she was unable to keep up with her music, her reading, or any of the pursuits she most loved. She felt completely suffocated as an individual for long periods at a time. The happy transformation that took place in her and in the life of her family when she secured a part-time job utilizing her particular powers was remarkable to see.

Note that when we speak of "working women" we mean only those with outside, paid jobs. The happy tones and shining eyes with which women say these days, holding their heads higher, "I'm *working* now," is a most eloquent and really pitiful testimony of their basic attitude toward homemaking. They may have reared five or six children, but they are not recognized by their communities as *workers* until they get an outside job.

The increased happiness of mothers because of volunteer or paid work during the war was apparent in a recent study of fifty-eight Seattle families. Although this sample was not large enough for conclusive findings, the indications are highly suggestive. Twice as many families had observed more positive effects from the war than negative effects. (It must be noted, however, that in only two of these families was the father in active military duty.) Factors correlated most frequently with improved emotional tone in the family were:

Larger income	30
Father happier in work	15
Mother happier because of volunteer work	11
More purposeful living due to saving and helping war effort	9
Family spends more time together	9
Mother happier because of paid work	7

Parental happiness in work seems to be a very important element in total family happiness. Since only seven of the eighteen working mothers were *paid* workers, the recognition involved in volunteer war work appears to be more significant in the adjustment of women than is monetary gain. The exercise of talents and skills not used in homemaking is also important.

No real adult can be happy if most of his important faculties remain unused or if his contribution is not recognized as significant. The feminist movement started not when women demanded the right to vote but when the industrial revolution took away the work of some women while it literally made slaves of others. Employers of that day sought women workers because "their labor is cheaper and they are more easily induced to undergo severe bodily fatigue than men." Women were often harnessed like dogs, dragging

trucks of coal through underground passages, and the wages so earned belonged to their husbands, whom they attended like servants in the evening after a hard day's work.

It was relatively simple to institute political equality for women. It was more difficult to institute industrial equality, and to achieve equality between men and women within the family is a still more difficult and an unsolved problem.

The last war brought women political freedom, but it has not brought them into real equality with men. How far the present development will carry them toward the genuine equality essential for truly democratic living, both in the community and in the family, is a question of profound and timely significance.

These problems suggest several urgent needs and modes of attack. The first need is for an increase in education for family life, with emphasis upon its fundamental import in shaping human personality and the future of our country. This includes detailed consideration of the ways in which men and women can cooperate to develop the home into a first-rank educational and social institution. Second, there needs to be an increase of opportunities for women to work *part time*, so that they may more readily integrate the home and the job. And third, there must be an awakening of *all* women, particularly those with *no* outside jobs and therefore greater leisure, to their responsibility for extending (cooperatively with men) the values, attitudes, and practices of a really good home into the community and the world.

Definite courses in marriage and family living are urgently needed from junior high school on—especially since some war marriages are taking place among fifteen-year-old girls and eighteen-year-old boys! The hazards of war marriage are so great that every possible aid should be given young adults approaching marriageable age. Even if marriage is not an immediate problem, important insights and understandings will have been planted for the future. Adequate marriage counseling must also be provided to overcome any difficulties that may arise, but much can be done in positive education that may prevent real complications from arising.

It needs to be underlined that boys and men, just as much as girls and women, need education for family living. The havoc wrought upon family life by the absence of fathers in service, which was a major cause of the rise of delinquency in England, must bring home to American women the importance of a father to any child.

Boys and men, when given an opportunity, show as great an interest in children as do girls and women, if not greater. It is the sixth grade

boys rather than the girls who come early each morning in order to watch the children in a Seattle cooperative play group, and the most enthusiastic high school group taking child development (with observation in a nursery school) is a class of high school boys. In a talk on war marriages in which the writer stressed the importance of the father or a father-substitute in the lives of war babies, a large group of young men came up to discuss it further. They liked the idea of being important to their babies!

A Word of Warning

IT is important that in these growing concerns women should not become another pressure group, trying to do the things men do in a man's way. Rather, they should make a true woman's contribution to political and economic issues that touch the well-being of children and all human beings. If men are wise, they will treat women fairly and help them learn to play their new civic role effectively, even as many good workmen have helped women find themselves in industry. If women are not fairly treated, another feminist group may arise, and we don't want women competing against men or vice versa. What we want is really mature men and women *cooperating* for a better world.

If women are to make their indispensable contribution as mothers and at the same time give richly of their unique gifts in community and world affairs, they will need part-time jobs adapted to a mother's duties, genuine recognition of their value as homemakers, specific education for the task, and husbands who share home responsibilities.

The time may come, as our society matures, when both men and women will limit themselves to a six-hour job outside the home in order to share more in the responsibilities and joys of family and community life. In this way society may be continually able to provide vocational outlets and economic security for all its adult citizens of *both* sexes, and for its children, *two* parents cooperating on equal terms for their well-being both in the family and in that larger home we call the world.

A community where men and women together, of full stature as *adult* human beings, cooperate on equal terms both in the education of their young and in the building of their nation has never yet been realized. In these days, when we are earnestly seeking the deepest meanings of democracy, shall we not work ardently for its realization in that most basic and productive of all human relationships, the relationship between man and woman?

An Outside View of the P.T.A.



NOT long ago the National Congress of Parents and Teachers, wishing to obtain a true evaluation of its services to children and youth, asked a number of nationally known educators and other prominent figures to write their frank and full opinion of the organization as an interpreter and advocate of home-school cooperation. This request was made of persons whose authority in their fields is unquestioned. The response, a share of which we take pleasure in offering on these pages, was all that could be desired. Leaders and members throughout the Congress and in every corner of the nation should find in it new inspiration for the tasks that lie ahead.

THE home occupies a place of fundamental importance in education and character building. The patterns of learning and of living established in the home are persistent and pervasive. Next in importance to the influences of the home are those of the school. The good school is simply an extension of the benign influences of good homes.

Homes and parents are synonymous. So also are schools and teachers. Consequently it is of the utmost importance that parents and teachers work together in their common task.

My observation of the work of parent-teacher associations, both as a superintendent of schools and as U. S. Commissioner of Education, convinces me of the great value of such organized home-school cooperation. Not only are parent-teacher associations effective in improving home-school relationships, but they are effective also in building community understanding of the educational needs of children and youth; and in organizing community opposition to influences that negate the work of both homes and schools.

—JOHN W. STUDEBAKER
U. S. Commissioner of Education

THERE are, it seems to me, three major services that a parent-teacher organization can render in any community.

First, it can help the school system create an intelligent and progressive public opinion concerning the development of a first-class educational opportunity for every American child.

Second, it can strengthen the partnership of the teacher-in-the-school and the parent who is inevitably a teacher-in-the-home. It can help these two important influences in the life of a growing child to work toward the same goals and to use methods that are consistent.

Third, it can assist the teacher to gain a better understanding of the needs and abilities of individual children.

There are other values in parent-teacher organizations, but I think the three I have listed above are the main ones. It is obvious, I think, that if a parent-teacher organization performed only one of these three important functions it would abundantly justify its existence. When it performs all three,

as many existing parent-teacher organizations do so admirably, it becomes not merely a useful but an indispensable part of the total educational process in this country.

—WILLIAM G. CARR, SECRETARY
Educational Policies Commission

PARENTS and schools are the two foremost influences in the lives of children. They are responsible for the care and guidance of children for most of the twenty-four hours of the day. During the period that children are growing up the family has a major stake in the community because of the services it brings to children and the protection it affords them. The National Congress of Parents and Teachers provides the opportunity for its members to consult with each other, to find better ways of meeting children's needs, and to seek community action essential to the welfare of children and youth. The organization is making an invaluable contribution toward the cooperation and civic responsibility that are essential to democracy.

—KATHARINE F. LENROOT
Chief, Children's Bureau



I HAVE long had contact with the National Congress of Parents and Teachers through its health work in the schools and in relation to its steady support of child study and parent education. I know that its magazine, the *National Parent-Teacher*, has increasingly become a force of great educational significance. All the friends of childhood and of education at every level should support the extraordinarily useful work of the National Congress of Parents and Teachers.

—GEORGE D. STODDARD

New York State Commissioner of Education

THE family remains the most fundamental unit of modern culture. It is now tragically clear that the democratic way of life depends upon our homes even more than it depends upon our schools. But in a democratic culture there should be no gulf between home and school, or between parents and teachers. Teachers who are blind to the households from which their pupils come and parents who ignore the tasks of the schools cannot do full justice to the community.—Here lies the perpetual importance of the National Congress of Parents and Teachers, as a liaison agency. It is a typical American institution, and it is entitled to continuous support because it strengthens the sources of our democratic culture.

—ARNOLD GESELL, M.D., *Director*

*The Clinic of Child Development
The School of Medicine, Yale University*

AMONG those with years of experience in public education there is general agreement concerning the parent-teacher movement. We recognize it as an ally in the development and improvement of public education. Its strength arises from the fact that it is first of all a local organization with "grass roots" in thousands of communities. From the local through the state and the national organization it follows the characteristically American pattern for the discussion and solution of mutual problems.

It has been my observation that in communities where educators and parents cooperate through the parent-teacher organization the educational environment of young people thereby develops qualities of security, stability, and richness. Education grows in quality as it enlists the support of more and more groups representing the various types of homes and adult interests in the community.

—WILLARD E. GIVENS, *Executive Secretary
National Education Association*

I FIRMLY believe in the idea of the parent-teacher organization. I believe the P.T.A. can take a place in community leadership that is of great value. Probably its most significant contribution is in bringing out the viewpoint of home, school, and community and in offering opportunities for children, teachers, parents, and all others to grow together. This is the area in which the organization can do the greatest service. During the strenuous wartime period and later in the postwar period I think the organization has an added opportunity to give significant leadership toward better conditions for America's boys and girls, the citizens of the future.

—GRACE LANGDON, *Specialist*

*Family Life Education
Works Progress Administration*

IN MY capacity as Director of Military Training for the Army Service Forces, I have had an opportunity to observe at first hand the effectiveness of the parent-teacher association as an interpreter and advocate of home-school cooperation in an area of vital concern to the Army.

Our task of training a soldier after he enters the Army is greatly facilitated if he brings with him from civilian life a sound foundation of pre-induction training. With a membership that includes both teachers and parents, the National Congress of Parents and Teachers is in a particularly strategic position to encourage schools and students to participate in the training that will help prepare the youth of the Nation for Army life and Army jobs.

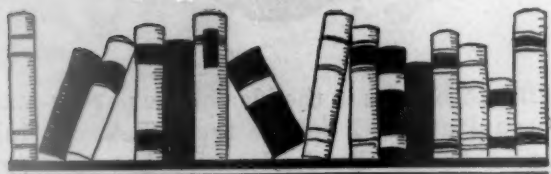
Your organization is taking full advantage of every opportunity to cooperate with the War Department in promoting preinduction training. Through publications, convention programs, and personal contacts your national, state, and local associations are being of tremendous assistance in familiarizing parents, teachers and potential inductees with Army needs that may be met through training prior to induction. By so doing you are making a most significant contribution to the nation's war effort.

You have my sincere wishes for the continued success of your great organization.

—WALTER L. WEIBLE

*Brigadier General, G. S. C.
Director of Military Training, A. S. F.*

Family Reading Can Be Fun



MAY LAMBERTON BECKER

READING was always fun in our family; that is why I learned so early to read. My parents always looked happy when they were reading. I would see them open a book and—by the look on their faces—go away to some very pleasant place. I would come close and they would draw me in for a moment, smiling. So, with the merest start on the mechanics of reading, I opened books of my own and looked into them until I had, by some means I never could remember, learned to read. I sometimes wonder why children should take the trouble to learn to read if they never see their parents happily reading.

Perhaps because I read so soon for myself, I was not so much read to as some of my friends were—not nearly so much as a little girl I met long after, brought up by two devoted and determined aunts who loved to read aloud. They were distressed because she was a “slow reader.” I suggested that they let her read to them part of the time. It was a real sacrifice on their part, for people who love to read aloud seldom like to be read to, but they heroically made it, and the results were grand.

I was an active child and my parents were hard-working; our precious time together was after our early supper—coming from New England, our dinner took place in the middle of a New York

day—when we three would settle down in a room sweet with smoke from my father’s meerschaum, and enjoy one another till my early bedtime. My bedroom opened out of theirs, and nobody told me bedtime stories because I knew that the door between would be thoughtfully left open while my father read aloud to my mother. I heard “Vanity Fair” that way. It was wonderful, night after night.

I remember one night, when the glow from a small round stove lighted the wall beyond my bed. It had chocolate-brown wallpaper with little bunches of red and blue flowers, and as Waterloo went on in the next room I was suddenly conscious, in the last lovely moment before sleep, that as long as ever I lived I would keep that moment, see the brown wallpaper, hear my father’s voice, and feel the special bliss of being a child. Sure enough, I can see, and hear, and feel it now.

I suppose I would thus have taken in most of the Victorian classics, but while I was still a little girl my father died, and my mother and I, each in her own way, tried to take his place to the other. Our next family reading took place under different conditions. I began to go to school, and all the contagious children’s diseases that had been saving up till I could enjoy them came down on me practically at once. Curiously enough, I did enjoy them. My eyes had to be guarded, and that is why I went into the teens completely at home in the works of Thackeray. Scattered through measles and scarlet fever came *Pendennis*, *The Newcomes* and *Adventures of Philip, Esmond*, and *The Virginians*. When my mother’s footstep sounded on the stair I knew the dishes were washed and the party would begin; when she had to go down I would lie and live the story over and know that downstairs she was doing so too. I have forgotten a good many novels, but not those; when I open one of them I can hear my mother’s voice.

Sometimes I wonder how children whose mothers don’t enjoy reading manage to get through the measles. Most mothers do, however; in a nation-wide survey I twice made among high school students to discover their favorite books before they were twelve, I learned that a large proportion of these favorites had been read aloud to them during convalescence. Indeed, the only source more

THE fine flavor of good books shared in the family reading circle is one that too many boys and girls have never known. Modern life, with its increasing mechanization, has caused many families to forget or fail to discover the riches that are to be found in reading. The war, however, is reawakening the nation in this respect. This article, full of the reminiscent delight of the adult who remembers her happiest hours in childhood, is a sufficient testimony to the value of family reading. Every parent will be interested.

popular was books read aloud by fourth-grade teachers on Friday afternoons.

Meanwhile I was getting together a library of my own. My father started it. He would bring home a book he loved, write my name in it, and say "You won't want this now, but it'll be here when you want it," and set it on the family bookshelves to which we all had access. That is why Taine's *English Literature* reached me before I reached high school, and made all the classics I read there old acquaintances. Sometimes I wonder if fathers realize how much more likely children are to take their advice on reading if books are not thrust upon them but left around by someone who reads them for enjoyment.

So one of my own books was dedicated "To my daughter, with whose reading I never interfered."



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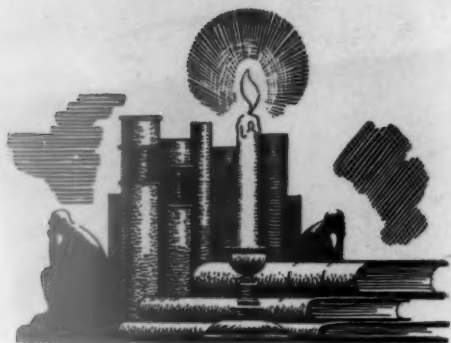
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the week-end in her gracious atmosphere. Not till a letter crossed did I learn that the cable was drafted as she heard, in the deep stillness of night, the continuous roll of troop trains going north, and knew before the newspapers that, by some miracle, some men must be returning.

She added as much to my stock as I to hers. Her favorite, *Wind in the Willows*, wasn't written when I was young; she read me *The Jungle Books* and *Puck of Pook's Hill*. It was a good thing we found fun in family reading when we were together, for when there was an ocean between us the tie still held. In time of peace it was in letters, with postscripts saying "Do read so-and-so, it's just your book," or "Tell me what you think of so-and-so." In time of war, when cables came into their own, through books we met again. While the outcome of Dunkirk was still uncertain in New York, I had a cable from London: "Weekending with you in Mansfield Park."

I drew my first long breath in days; something reassuring must have happened. We were both Jane Austen devotees and could both relax over

lives of those who consult me about books all over America, I have found family reading not only holding the family together at a time when so much else seems bent on pulling it apart, but drawing other children into the circle of the family. I have just heard from a mother who actually did something about the menace of the radio serial thrillers for children, instead of just moaning about it. At the exact hour when the most bloodcurdling of these serials go on the air, she reads aloud, to her nine- and ten-year-old boys, books they like so well they come running. So do the neighbors' children. It means she must always be at home at this hour. But she thought it out and decided that what she was doing was more important than what she would give up—and, in the end, more fun.



BOOKS in Review

THE SUBSTANCE OF MENTAL HEALTH. By George H. Preston, M.D. New York: Farrar and Rinehart, 1943.

THIS BOOK, in discussing the essentials of mental health, stresses not only the much-talked-of sense of security but the feeling of consistency—the child's confidence that there will be no sudden and unexplained changes in his control. In a manner of speaking this is a part of the general sense of security, but it is certainly important enough to deserve separate mention. The child's own behavior will become erratic and unpredictable if he does not know from one hour to the next what is expected of him and who will assume direction of his activities.

Security in general, says Dr. Preston, is partly a matter of heredity, but largely one of environment. Health is also a major factor. When the physical organism is out of control, emotional instability is sure to follow.

It is interesting to have confirmation from a physician of the well-established child training principle that independence and self-reliance on the part of the child are more to be desired than strict obedience. *The Substance of Mental Health* is full of familiar life incidents that illustrate children's habits and attitudes and suggest the proper adult approach. It is not a long book, but its pages contain most valuable material in a particularly readable form.

Dr. Preston, who is Maryland's Commissioner of Mental Hygiene, is also the author of the well-known *Psychiatry for the Curious*.

FIGHTING FITNESS. By C. Ward Crampton, M.D. New York: Whittlesey House, 1944.

DESIGNED "as a personal guide to premilitary fitness training for the young man who wishes to prepare himself to render his country the best possible service in peace or war," this book is a worth-while addition to the literature on physical training for boys of high school age. It begins with a general survey of the subject and furnishes the user with a chapter that enables him to test his present fitness by military methods and thus to gauge his need with the greatest possible accuracy.

The succeeding chapters deal with all kinds of health and exercise routines, from the simplest to the most strenuous. Methods of guerrilla warfare are described, explained, and illustrated. There is a chapter on military observation and concealment. Warfare by night is discussed, with many ingenious bits of fighting strategy. Every self-protective maneuver known to the soldier is here presented clearly and graphically, in language any boy can understand.

Fighting Fitness is not devoted altogether to the physical aspects of the subject. The chapters "The Fighting Heart" and "How to Look Like a Soldier and Why" are excellent presentations of the profounder preparation for

battle experience. "Courage, Fear and Flinches" deals with the inevitable onslaught of terror and how to control it. Altogether, this book is one that will help many a prospective service man do an outstanding job.

BRINGING UP OURSELVES. By Helen Gibson Hogue. New York: Charles Scribner's Sons, 1943.

THE STUDY of everyday human relationships is a fascinating one, and it has the advantage of being free and available to all. With a little help from such a bright and friendly volume as Miss Hogue's companionable *Bringing Up Ourselves*, one can learn a very great deal about what makes people tick—and "people," one will find, definitely includes oneself.

Maintaining that the healthy personality is one that has satisfactory relationships with all parts of its environment, Miss Hogue supports her point of view by means of numerous anecdotes and longer stories from actual experience. "Every human being," she points out, "has two fundamental needs: one is for affection, the other for recognition." If these needs are not met, the personality may become warped and frustrated. Knowing this basic fact, any person who so desires can improve his own adjustment to his environment and at the same time gain an understanding of the attitudes of others that will smooth out many long-standing difficulties.

Bringing Up Ourselves, being a contribution to understanding, is also a contribution to democracy. Parents and teachers who are interested in cultivating a sound family life and a satisfactory relationship between home and school will find it decidedly interesting.

INTRODUCTION TO EXCEPTIONAL CHILDREN. By Harry J. Baker. New York: The Macmillan Company, 1944.

THE AUTHOR of this book is director of the psychological clinic of the Detroit public schools. His work appears to have convinced him of the need for information, written in simple and nontechnical terms, about the problems and needs of handicapped boys and girls. Defects of sight, speech, and hearing; behavior problems; disorders of mental and emotional origin; crippling and deformity—these conditions and their causes and remedies make up Dr. Baker's material. Children with exceptional minds are also discussed.

Introduction to Exceptional Children places stronger emphasis on mental handicaps than is customary in a book of this kind. Since there is a widespread tendency to dodge the facts with regard to this particular matter, it may be hoped that this book will help the public to look facts in the face and settle upon effective plans of help for mentally handicapped children. That Dr. Baker had public sentiment in mind in planning the book seems likely, for he has implemented it with excellent questions, topics, and references for discussion and study.

SEARCHLIGHTS AND COMPASS POINTS

N. E. A.—N. C. P. T. JOINT COMMITTEE

A Partnership in Home-School Cooperation

TWO great organizations working in closely related fields can make considerably better progress through active cooperation than would be possible to either group without it. The National Congress of Parents and Teachers and the National Education Association, through the work of their national joint committee, have satisfied themselves of this truth over a substantial period of years.

The N.E.A., of course, is made up of professional educators, many of whom are also parents. In the National Congress parents predominate; still, there are many professional educators in membership, as well as many parents who have had professional training and experience. The primary aims of the two groups are similar; both seek the welfare of all children and youth, and both interpret that welfare in terms of the whole child.

Now that every community realizes the importance of a functioning, forward-looking parent-teacher association, home-school cooperation at the local level has become a matter of course. Both parents and educators find this cooperation indispensable, since it is practically impossible for either group alone to obtain a full view of the child's needs.

This being the case, it was thought that the cooperative efforts of parents and teachers might well be given national direction and guidance. In a nation like the United States, with its vast expanse of territory, its millions of population, and especially its widely varying national and cultural backgrounds, the careful integration of all cooperative efforts is certainly desirable.

A Centralizing Force

THE national joint committee, therefore, was organized. It was conceived as a planning and advisory committee rather than as one to which active tasks were to be assigned. "The Joint Committee recognized the fact that its work is one of stimulation and promotion of activities and interest on a nationwide scale," said an early report. The setting up of committees that would duplicate on the state level the personnel of the national

committee was considered but postponed; it is now being studied. The chief function of the joint committee is to study and discuss educational needs and to make its findings available to parents and teachers.

This service is based on a program of mutual interpretation. The *National Parent-Teacher*, official organ of the National Congress, publishes frequent articles and series of articles setting forth the findings of the N.E.A. as expressed through its Educational Policies Commission. The N.E.A., on the other hand, has assisted materially in the promotion of such National Congress publications as the book *Schools for Democracy* and, more recently, has helped to publicize the need and function of parent-teacher work through state education journals and courses in teacher training institutions.

The Areas of Service

THE national joint committee is operative in six main fields of interest: (1) education and public relations, (2) community projects, (3) academic freedom, (4) living and group learning, (5) Federal aid for education, and (6) cooperation with the national war effort.

1. *Education and Public Relations.*—At the outset of the committee's work it was realized that "education is in need of a well-conceived program of public relations" and that "progress in education is safe only as it carries with it public understanding and support." Accordingly, both organizations undertook the mutual interpretation previously mentioned. They made it a policy to publish each other's material, so that the membership of both groups might obtain a clear view of the plans and purposes of each. Indeed, the 1941 report of the committee recommended that "national, state, and local publications of each" (organization) "carry in every issue some well-prepared material from the program of the other." In addition, it was suggested that the two organizations provide trained speakers to address business and civic organizations on the American public school system.

The public relations program has, of course,

been greatly helped by the Institutes on Professional and Public Relations that are now held regularly in many teacher training institutions. The School Education committee of the Congress has cooperated actively with these institutes.

2. *Community Projects*.—Although the national joint committee naturally cannot involve itself in specific community endeavors, it has urged and continues to urge the development of community programs of art, music, drama, and suitable forms of recreation, including reading. Particular emphasis is placed on activities that may be carried over into adult life.

3. *Academic Freedom*.—Believing that intellectual freedom is always a public safeguard, the committee has worked to build up public confidence in education, so that the training of youth may not be hindered by suspicious or hostile attacks on the methods, policies, or textbooks used by the schools.

4. *Learning and Group Living*.—Seeing the American public school as one of the great stabilizing forces in the life of the nation, the joint committee recognizes the importance of preparing youth for democratic living. Both home and school are deeply and vitally concerned with providing the environment, instruction, and experience that will equip our youth for the carrying on of the national tradition.

5. *Federal Aid for Education*.—In this field the joint committee has been very active. The great differences in educational opportunity in different parts of the country have long since made it obvious that only Federal aid to states on a basis of need can solve the problem.

At the meeting of the joint committee in Chicago in January 1943, two detailed plans for Federal aid were submitted for consideration. The preferred plan was as follows: "Appropriate \$300,000,000 to be apportioned to the states on the basis of average daily attendance, to be used by them for keeping schools open, reducing overcrowded classes, eliminating substandard salaries, and adjusting teachers' salaries to meet increased living costs. This appropriation would be effective for the duration of the war and six months thereafter. It would not be available for the reduction of local and state school expenditures."

6. *Cooperation with the National War Effort*.—So many new problems have arisen since the outbreak of war, and so many old ones have been intensified, that the joint committee finds itself deeply concerned with the prevention of disaster in the educational field. The situation is complicated by teacher shortages, juvenile delinquency, child labor, inadequate teacher salaries, curtailment of school programs, depletion of school budgets, and injudicious acceleration of school

work, especially at the secondary school level. It is fully recognized, of course, that some acceleration is necessary, but it is also realized that wholesale alterations must be planned with the utmost caution.

Moreover, the sooner the war is won the sooner the nation will be able to give its boys and girls the opportunities and the emotional serenity and security they need. The joint committee urges constant and wholehearted cooperation with all efforts to speed the day of victory and to spread an understanding of democracy and freedom. Such National Congress publications as *The P.T.A. War Handbook*, *The P.T.A. in Community Service*, *Community Life in a Democracy*, and *The Parent-Teacher Organization: Its Origins and Development*, are recommended for wide distribution and effective use.

Looking to the Future

FORTUNATELY, the joint committee was organized some time before all these new problems burst forth upon the nation. Several years of quiet but effective work in improving home-school relationships, in studying the needs of schools, and in interpreting education have made it possible to approach emergency needs calmly.

In 1942-43 the committee's report reemphasized several areas of service that may furnish starting points for cooperative efforts on state and local levels. "These services," says the report, "include working for victory, curricular changes in line with changing needs, the strengthening of physical fitness, recreation, leisure, safety, nutrition, conservation, and library service; spotlighting the values of freedom and the meaning of democracy, holding qualified personnel in the schools, working for Federal aid in the schools, and sponsoring adult education programs." Continuing emphasis on these and other phases of the current educational and social scene will mark the committee's activities for the coming year. "To the two organizations represented by this committee . . . the welfare of the schools of this nation is paramount. Both have worked for years to improve conditions in homes and schools so that each generation might begin its progress at the uppermost point reached by all previous generations."

This is an ideal that cannot and will not be lost. The joint committee of the National Education Association and the National Congress exists as one of many guarantors of its preservation.

—AGNES SAMUELSON, *Chairman*
MINNETTA A. HASTINGS
LORINE BARNES
HOWARD V. FUNK
MASON A. STRATTON

POETRY LANE

THE FIREFLIES

The fireflies are not frightened
When they are out at night,
For everywhere they go, my dears,
They carry each a -- light.

For them it's very easy
To travel in the dark:
They always find their way around,
With a little glowing -- spark.

You see them in the garden,
And in the field as well,
And where they play at eveningtime
It's never hard to -- tell.

They flash their tiny signals,
So all their friends can see;
And seem to keep on signalling,
"Come on, I'm here, it's -- me."

They gleam among the meadows
And twinkle in the air,
You'd think a flock of baby stars
Were roaming here and -- there.
—LELAND FOSTER WOOD

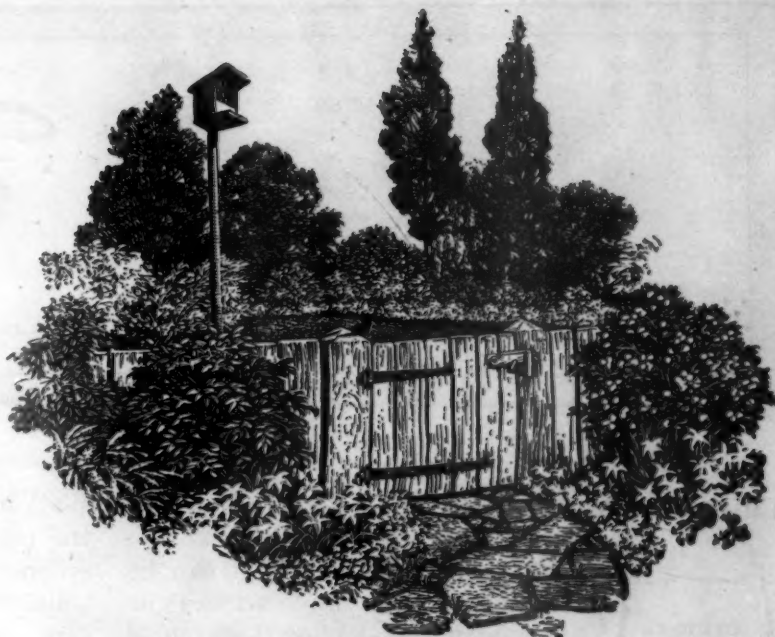
FIRST FLOOD

My father and I paused on the bridge, armslength
From the lifting creek. I let his finger go
And leaned, railing secure at my armpits, to throw
A stick upstream where the current's muddy strength
Tugged at the roots of a greening willow row.

My stick eddied in foam, turned, and caught
Where a dislodged fence ensnared the flood's debris,
Then, flotsam of tide, swept under us, free
But slave to a mightier force. Dizzy, I sought
To anchor my world in the green of a willow tree.

The weakened roots gave down, and bending low,
My willow trailed the creek. Sick with more
Than the rush of water, I looked where horse-hooves wore
The splintered oak and felt the spinning go
Till I stood again on the bridge's dusty floor.

My father's calloused palm took mine, a pledge
That I might look once more on our flooding land.
A child's feet are brave on a sturdy bridge,
And strong his heart when he holds his father's hand.
—ELEANOR SALTZMAN



EXILE IN CLOVER

The boy spending his first summer at work in the city drove home Sundays. Coming through fields—the roads were dirt then, and the fields held them close in their arms—he saw the clover growing; he felt the warm air blow over the clover; the smell of the clover came into the car, and the boy sang with delight; the clover called him. He wanted to stop the car and walk in the clover; he wanted to lie down like a horse and roll; he wanted to feel the soft pink flower heads brushing his face, the warm earth under his back, the sun in his eyes.

Life had not done badly, he thought, the force that spent a few million years moving from cell to cell, from fish to bird; the tree whose roots were deep in seashore slime, the tree whose branches might yet be waiting another million years to bear their flowers, but now on whose twigs grew clover fields and men.

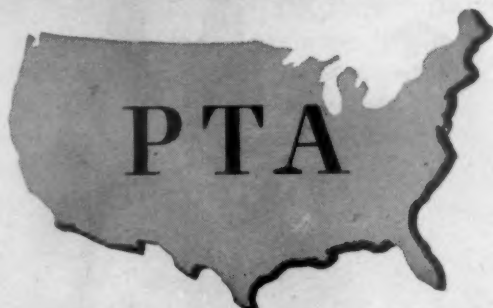
—FRED LAPE

FOOTNOTE TO A DAY

Two pine trees standing close together
Taught me what I know of weather
In a language that I learned
Only while the still stars burned.
He who hears such words at night
Learns to measure by the height
Of a tree against the sky
The stature of the years that lie
Layers of dust upon the stone
Whereon these tenuous roots are grown.

Two pine trees spoke the words that wrought
The lasting pattern of my thought.
In the silence each to each
Sounded strange, elusive speech,
Cadences of song and wind
By the wise rain underlined:
Timeless prophecies that proved
The worth of all things known and loved.
Two pine trees to one small lad
Gave the wisdom that they had!

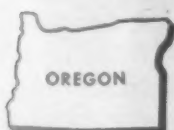
—ELEANOR A. CHAFFEE



Frontiers



Custom-Made Recreation



"No recreational program can be successful from any service or financial point of view if it represents only the accomplishments of the-paid personnel of an agency.

The program must take root in the lives of the people; it must become in a very real way their program." Thus the student body of the Oregon City High School challenged the parent-teacher association to cooperate in establishing an organized recreational project.

This program, which centers about the high school, has been under way for over a year. It is financed by the city and housed by the school board. A part-time director is employed. General admission tickets must be presented at the door. Young people from neighboring communities secure cards on the recommendation of an Oregon City student. This affords control of behavior problems. A charge of five cents is made for each evening, to defray expenses and replace equipment. The profits from the sale of pop keep the "juke box" going.

The director, who is otherwise employed in the school system, outlines the summer activities according to age groups. These include outdoor skating, tennis, swimming, softball leagues, volley ball, and sand boxes, of course, for the very young.

For some time before the war, small communities in Oregon were concerned about the lack of recreational opportunities for their boys and girls. The question asked most frequently, "What can we do to stop our children from going to this undesirable place?" could be answered only by another question, "What else is there for them to do?" Of course, the reply was "Nothing."

The war has stimulated action in these communities as well as in the very large cities. In Oregon the towns are small and many of them are isolated, but there are some splendid programs under way. The town of Enterprise is in the

Wallowa mountains, nearly ninety miles from the main roads and the railway, but both grade school and high school children meet at the Wigwam, where the community, under parent-teacher direction, has provided two bowling alleys, a billiard table, two ping-pong tables, a juke box, and a player piano. Since the children use the hall at stated hours according to age groups, everyone is happy.

Although the summer recreational facilities of this region are of world renown, a weekly dance or a motion picture show has usually been the only amusement offered during the winter months.

A WELL-THOUGHT-OUT recreational program for the teen-age group has developed in the city of Portland. In order to insure the success of this program, a boy and a girl from each high school attend the regular meeting of the Council High School parent-teacher group. Portland high schools are now open on Friday and Saturday nights, because the high schools serve a large neighborhood area. With the help of adult advice, the students manage the events.

Attendance ranges from 60 to 350 each night, according to neighborhood population and interest. There are dancing, games, folk dancing lessons, special floor shows, coke or milk bars, and sometimes punch and cookies. Two high schools have swimming facilities nearby, which they take over on Saturday night. In another school the school clubs take turns in providing an evening of fun for the whole school. To the east and the south, Baker and Grants Pass parent-teacher units have been the leaders in promoting a supervised summer playground. Civic clubs, boards of education, and city governments have been interested in the movement, and plans are now being perfected to finance the summer playgrounds and extend their services throughout the coming summer. Both towns hope that eventually the playground program will be part of the city budget.

—GERTRUDE H. BLUM

Efficient School Lunch



From a cold lunch brought to school in a paper sack to a hot lunch that is a complete meal served in a modern cafeteria is a far cry, but this transition can be accomplished by careful planning and community cooperation, according to the Community School Lunch Committee of the Sheridan Parent-Teacher Association.

Sheridan is the county seat of Grant County, and its consolidated school serves approximately half the children in the county. Twelve hundred children are enrolled.

On an average, 480 of these children are served in the school cafeteria daily. The menu below is typical. These meals cost the children only fifteen cents per day. Children whose parents are unable to pay are given free meals.

Meat Loaf
Candied Sweet Potatoes
Celery and Carrot Salad
Whole Wheat Bread—Margarine
Orange
Milk

You ask, "How can this be done?" Many people were skeptical when parent-teacher members first started planning the program. Yet the need was great, for many of the children rode long distances to school on school buses and thus could not obtain a hot, nourishing lunch at home.

When it was learned late in the summer that Federal assistance could be obtained through the Food Distribution Administration in the form of cash reimbursement for foods purchased locally, the committee went to work. The Community School Lunch Committee was appointed by the writer and includes the superintendent of schools, the home economics teacher, the principal of the grade school, and two parent-teacher members.

The first step was a survey. Questionnaires were sent into each home in the school district. The purpose of this was to determine the number of children who would buy their lunch at school if facilities were available. A check of survey sheets showed parents enthusiastic over the prospect of being relieved of lunch packing.

Then came the problem of financing the project. How could equipment be bought? How could labor be paid? Subcommittees of the Community School Lunch Committee went into action. The finance committee raised something over \$1,300

with a Halloween Carnival. The committee borrowed the remaining money needed from civic-minded citizens who were willing to make \$100 loans to the Parent-Teacher Association for this purpose. The president of the P.T.A. signed these notes, but a statement (typed in) declares that she as an individual is not responsible for the payment. The notes run for three years and are interest-free. According to the superintendent of schools, many of the leaders are interested enough in the project to indicate that they would not object if the notes became a donation, but if operations continue the notes can be repaid on time without difficulty.

WHEN the hurdles of priority and the equipment shortage had been overcome, the Community School Lunch Committee had \$5,500 in



The Community School Lunch Committee, Sheridan Parent-Teacher Association. Reading from left to right are A. R. McKenzie, Superintendent of Schools; Mrs. Lee Harris, Principal of Grade School; Mrs. O. P. Cearley, Chairman of Finance; Mrs. Jack Williams, President of P.T.A.; and Miss Lenell Rainey, Home Economics Instructor.

cash on hand, ready to pay for equipping the lunchroom. Modern cafeteria equipment, complete with an electric dishwasher, steam tables, and an electric mixer, was installed. The boys in the vocational agriculture class built tables and benches to seat 375 students.

Six workers are employed, with the home economics instructor as supervisor. This teacher plans the menus and does the buying. Forty student helpers are given their meals for working one lunch period. Twenty are used on each shift. The girls serve the food at the steam tables, while the boys do the cleaning.

Food is bought locally when possible. Up to the present time eggs, turnips, and greens have been furnished by local farmers. A local dairy furnishes Grade A milk each day. Plans are being

completed to have farmers supply even more of the food needed for the community school lunch next year. Produce will be canned in the Food Production War Training center. Some surplus foods donated last summer and fall were canned by parent-teacher workers for the lunch program. The Community School Lunch Committee anticipates a larger canning program next summer.

The Sheridan Rotary Club has its regular weekly luncheon each Friday in the school lunchroom. The men go through the line with the children and are served the same meal except for the addition of pie and coffee. Club members then go to the school conference room for their luncheon and program. Rotarians pay fifty cents for this meal, which assists the community in financing the program and furnishes an excellent medium for informing the community as to its progress.

Efforts are being made to use the lunch program in every possible way to create learning situations for children. Unfamiliar foods are introduced into the menus at intervals. For example, cauliflower, a vegetable new to many of the children, was served last week, in spite of the fact that it is one of the higher-priced vegetables. Parents are already commenting on the fact that their children are learning to eat a variety of foods and to drink milk, which they often refuse at home.

Teachers eat with the grade children and give attention to table manners and clean plates during the lunch period as well as in the classroom.

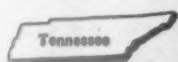
Groups of three girls from the third-year home economics class do two weeks of their class work in the lunchroom. They prepare the salads and learn to use the large equipment.

The superintendent has done much work with his faculty and the pupils on organization for entering and leaving the cafeteria without crossing lines. Careful planning, drill, and chapel programs have resulted in two smoothly run lunch periods.

In fact, the Sheridan school lunch program is functioning in such an effective way that the parent-teacher association may well feel assured of its continuing success as a community project for the welfare of children.

—ANNE MARTINDALE WILLIAMS

Improvement of Rural Schools



In the rural area of Tennessee during the year 1941-42 there were 2,412 one-teacher elementary schools and 1,441 two-teacher elementary schools. These constitute 76 per cent of all the rural schools of the state, and in these schools 41 per cent, or 169,603, of our rural children receive their education. Other sta-

tistics record that 68 per cent of the parents of Tennessee do not have more than an elementary school education.

With these facts in mind and because of mutual desire that the educational needs of children and youth be met in the best possible manner, regardless of the type of school they attend, the Tennessee Congress of Parents and Teachers and the Tennessee State Department of Education are jointly sponsoring a project designed to improve the small rural schools of the state.

THIS project was started during the 1938-39 school year. During the first year, one-teacher schools in almost every district in the state qualified for certificates of merit. These were issued by the sponsors to schools that presented, in a well-kept scrapbook, evidence of notable improvement.

In the summer of 1941 the Tennessee Congress of Parents and Teachers made it possible (through scholarships) for five teachers and supervisors to attend a workshop at Peabody College to develop a flexible plan for improving the one- and two-teacher schools. Outlines prepared in the workshop were published and distributed throughout the state.

Again in 1942 the Congress provided scholarships for a group of educators to spend the summer at Peabody College and prepare a handbook for teachers in the small rural schools. This handbook was called "Living and Learning in the Small Rural School."

By the summer of 1943 the project had created so much interest that, through the cooperation of the General Education Board and Peabody College, it was possible to provide scholarships for a school and a parent-teacher representative from each of the fifteen parent-teacher districts of the state to attend a workshop at Peabody College. In this workshop attention was given to the problems of small rural schools and communities, and a program of action developed that would translate the information described in the bulletin into actual practice. The program proved so constructive that the state board of managers of the Tennessee Congress adopted it as one of the current, certified study courses for this year. It has been used extensively in both local associations and county councils.

Because of the urgent need for teacher training brought about by the war emergency, a plan has been set up to continue the project for another three-year period.

During the summer of 1944, again with Peabody College furnishing the necessary leadership and facilities, we plan to operate a workshop and enroll in it the key persons from each of the thirty-six state and private institutions in the state ap-

proved by the State Board of Education for the training of rural elementary teachers. We also plan to have an off-campus small rural school actually in session. This school and the community in which it is located will serve as the laboratory of the workshop.

Since the aim of the workshop will be to initiate a state teacher training program designed to prepare teachers for teaching and leadership in small rural communities, plans have already been made to use the new publication of the National Congress, *The Parent-Teacher Organization: Its Origins and Development*, in perfecting the teacher training program.

The plans for 1945-46 are an expansion of this year's plans. It is hoped that the participating teacher training institutions will receive sufficient inspiration to organize similar workshops in their own schools during the summer of 1945, with elementary school supervisors, principals, and parent-teacher leaders invited to participate.

It will be insisted upon that a small rural school be operated in connection with each workshop, for the purpose of disseminating the coordinated teacher training program.

In 1946 we propose to return to Peabody College to evaluate the work of the past year, to review the materials and reports of the workshops and demonstration schools, and to evaluate the progress made.

—REBECCA DALE DUNN

Achievement in Membership



This year the Alabama Congress, for the first time in its history, reached its membership goal by February 1.

To date, we have 68,750 paid memberships in the state office. This means we have passed our goal. It is believed that we shall add a few hundred more by April 1.

This increase may be attributed to:

1. Early field service throughout the state, beginning in August and following through until December, with "pick-up" schedules in March.
2. Definite information from the state chairman of Membership at regular intervals in the state information bulletin.
3. "Gold Leaf" recognition, asking units to equal their membership by December 1, as of April 1, 1943.
4. Trained leadership through the Summer Institute, convention, conferences, and schools of information.
5. Cooperation of strong councils in densely populated areas.
6. The splendid cooperation between county and city boards of education, with the help given by attendance supervisors.
7. The award of a war bond to the local unit with the highest per cent of increase in Membership.
8. Prompt and efficient service given through the state office.

WE HAVE continued to intensify our program by keeping our parent-teacher activities before everyone as a part of the war effort. We have worked closely with all agencies related to child welfare; sent a representative to all government group meetings when requested to do so; tied our programs in with all phases of the war emergency without losing sight of our main objective—child welfare; and stimulated interest among our local units by urging them to present programs of community value.

From observation, parent-teacher workers in Alabama are growing in understanding as well as appreciation of the real values of the parent-teacher movement.

There seems to be a closer unity in each group that I have been privileged to visit over the state. We are studying carefully the five Objects toward which we work. It is my belief that by concentrating on these Objects we have grown in strength and in wisdom.

—JIMMIE ROSS ESHELMAN

THE MEANING OF CULTURE

No man, however learned, can be called a cultured man while there remains an unbridged gap between his reading and his life.—JOHN COWPER POWYS

Culture is one thing, and varnish another.—EMERSON

The great law of culture is: Let each become all that he was created capable of being.—CARLYLE

Culture is the habit of being pleased with the best and knowing why.—HENRY VAN DYKE

The Family's Stake in Freedom



A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON THE ARTICLE
VACATIONS IN A FREE LAND. SEE PAGE 16.

Outstanding Points

I. In contrast to the totalitarian states, where vacations are used to spread propaganda, vacations in a democratic land are for the good of the individual citizen. They give him a chance to engage in the activities that are most relaxing and enjoyable to him.

II. The annual vacation has become an integral part of modern culture. Originally a privilege confined to the wealthy, it has come to be recognized as one of the necessities of healthful life.

III. Whether we go on vacations from habit, from a desire to conform to style, or from boredom with our work, the ways in which we spend our vacations indicate a need for guidance and counseling.

IV. Education for leisure time begins by discovering what the particular family really needs. It then meets the family's needs by replacing the usual type of work with activities that are relaxing because they stimulate a different phase of the personality.

V. From the viewpoint of education, a vacation may be the beginning of a new interest or hobby, a time for deepening one's friendships, increasing one's range of knowledge or appreciation, or a time for getting acquainted with oneself.

VI. Backyard picnics, camping trips, or the enjoyment of arts, crafts, music, and books may provide the change of activity that the family needs.

VII. If vacations are to become symbols of free people living in a free land, we must increase our family standards of living so that the average family will have enough money to spend a vacation at the places designed for its enjoyment.

VIII. Individual interests and capacities should be considered in planning a vacation. Needs differ with differing personalities.

IX. In wartime, vacations can provide the change of environment and activities necessary to mental health and at the same time contribute to the war effort. This is true when city boys and girls or factory workers spend their vacations working on the farm.

Questions to Promote Discussion

1. The family has neither the tires nor the gasoline to go on a vacation. What kind of activities can they substitute for their usual two-week sightseeing tour that will help their physical and mental health and contribute to the war effort?

2. Under what conditions would work on the farm or truck garden be a good vacation for adolescent boys and girls?

3. How much voice should be allowed a child seven or eight years old in planning his own vacation? A child of twelve? An adolescent?

4. When do you begin to think of your children's vacation—when it is almost upon you, or some months before?

5. Do you think boys and girls should spend part of their vacation at a summer camp? What are some of the things a child learns at camp that he does not learn as well at home?

6. Why should children have regular tasks to do during their vacation from school? What are some of the things a preschool child can do? An elementary school child? An adolescent?

7. So many of the doctors in the town where Dr. Jones lives have been called into the armed services that he has been seriously overworked for the past six months. He has three sons, aged seven, nine, and fourteen years. What kind of vacation would you suggest for the Jones family?

8. Dad wants to go fishing and wants the family to go with him. Daughter wants to go to summer camp, and Mother wants to visit relatives. Plan how the members of this family can each be satisfied and yet spend some of their time together. Who should decide how the family will spend its vacation? Is this an occasion for a family council meeting?

9. Mr. Thomas works in an office. He has two children—a daughter aged 13 and a son aged 11. The only vacations that Mr. Thomas has during the year are single holidays. What kind of activities can this family substitute for the two weeks' vacations that their friends have?

10. James Flint, sixteen, proposes to go into a war plant the day after school closes and work there without intermission until school opens again in September. Is this advisable? If not, why not?

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Basic Training for the Toddler

A study course for parents of preschool children, for study groups, and for parent-teacher associations.

Directed by ETHEL KAWIN

THIS OUTLINE IS BASED ON THE ARTICLE WILL YOUR CHILDREN BE READY FOR SCHOOL? SEE PAGE 7



Outstanding Points

I. The child who looks forward to "starting to school" with eager, happy anticipation begins school with a distinct advantage.

II. Every child should have a thorough physical check-up by a competent physician before he enters school. All remediable defects should be treated and corrected, if possible, before they become handicaps to his school adjustment and progress. As far as possible, he should be fortified against communicable diseases.

III. Good health habits, established in the preschool years, are a great asset to the child when he starts to school.

IV. Neighborhood contacts with both persons and places are helpful to a child in getting him socially "ready" for school. These should include a pleasant, friendly preschool visit to the school he will attend.

V. Each child should have a part in choosing his clothes for school and in assembling his school supplies.

VI. Without any attempt to teach the child actually to read or write or deal formally with numbers, the home can do a great deal to arouse his interest in these skills and to develop his "readiness" to learn them.

VII. If they are wisely guided in their preschool experiences and activities, children can develop feelings of self-confidence and adequacy with which to enter joyously into their new school experiences.

VIII. In short, the foundations for happy, successful, satisfying school adjustments are laid in the preschool years.

Questions to Promote Discussion

1. How can the family help the child to build a happy, eager attitude toward school as he approaches the age for entrance?
2. Does your community provide facilities for adequate physical examination of all its children before school entrance? If not, what can your P.T.A. do to make these essential services available?
3. List the things you and your physician should consider in your efforts to correct defects and to protect your child against communicable diseases.
4. Check the health routines—eating, sleeping, and elimination habits—that you are establishing in your preschool child. What further efforts might you make to get them well established before he enters school?
5. Is your child rapidly becoming independent? Does he take care of his own needs, put on and take off his

clothes, and put things he uses where they belong after he has finished with them? What can you reasonably expect of him?

6. List some "excursions" into your neighborhood that you might plan for your preschool child. Has he become acquainted with other children who are likely to enter school with him?

7. Can your P.T.A. arrange a plan by which children who are to enter school might come to school, meet their teachers, and see the school in advance of their entrance?

8. List specific experiences and activities that will help your child develop "readiness" for the learning activities and experiences the school will provide for him. Plan to give him opportunities for these preschool experiences.

References

Adams, Olga: "Before Reading is Begun and in the Initial Stages of Learning to Read," *Cooperative Effort in Schools to Improve Reading*. Chicago: University of Chicago Press, September, 1942. Supplementary Educational Monographs, No. 56, pp. 226-232.

Bulletins of the Association for Childhood Education:

- Readiness for Learning (35 cents)
- Four- and Five-Year-Olds at School (35 cents)
- Bibliography of Books for Young Children (50 cents)
- 1942-43 Supplement to Bibliography of Books for Young Children (20 cents)

These very helpful pamphlets may be ordered from the Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Bain, Winifred E.: *Parents Look at Modern Education*. New York: Appleton-Century, 1935.

Answers parents' questions concerning modern nursery schools, kindergartens, and elementary schools.

Hubbard, Elizabeth Vernon: *Your Children at School*. New York: The John Day Company, 1942.

This book deals with children's first experiences in the first grade, under a teacher who understands children and what happens as a result of their experiences.

Lane, Robert Hill: *The Progressive Elementary School*. Boston: Houghton Mifflin Company, 1938.

This book enables the reader to see the kindergarten in relation to the entire elementary school.

Plant, James S.: "Does Your Child Feel Secure?" *National Parent-Teacher*, January 1944, p. 12.

Discusses feelings of security and feelings of adequacy.

U. S. Office of Education: *Know Your School*. Washington: U. S. Government Printing Office, 1939-41. Leaflets 48-57.

A series of ten leaflets to be used by parent-teacher associations as a basis for knowing the community, the school, the teacher, and the school child (Leaflet No. 51 is "Know Your School Child.")

MOTION PICTURE PREVIEWS

DR. Edgar Dale, Audio-Visual Education chairman, National Congress of Parents and Teachers, reports:

"A tremendous boost has been given to audio-visual education through its widespread use in training the armed forces. According to a report from the Office of War Information, 'The Army and Navy teach the serviceman as fast as he can be taught thoroughly. Using a wealth of audio-visual training aids, they let him learn by doing and observing. . . . The average post or training station shows nearly one hundred training films a day.'"

The following are some of the principal producers and distributors of classroom or instructional films:

Encyclopædia Britannica Films, Inc., formerly Erpi Classroom Films, is one of the oldest and largest producers.

Eastman Classroom Films is an old firm that has been especially noted for films in the field of public health.

The Jam Handy Organization has always made exceptional films in the field of industrial and vocational training.

The U. S. Office of Education Training Films are released by Castle Films, Inc. The U. S. Department of Agriculture has released excellent films for many years.

Bell and Howell Co., Films, Inc., Walter O. Gutlohn, Inc., and Ideal Picture Corporation are among the better known companies releasing 16 mm. films. Many state universities maintain film libraries.

Walt Disney is producing a great many war training films, and most of the Hollywood motion picture companies are considering postwar educational film departments.

The significance of documentary or informational films in wartime is excellently stated by John Grierson, film commissioner of the Canadian Film Board, in the magazine *The American Cinematographer*:

"The greatest, perhaps, of all our film responsibilities is to give people, in simple dramatic patterns of thought and feeling, a sense of the true issues that lie behind the maze of events in this difficult moment in human history."

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Knickerbocker Holiday—RCA-United Artists. Direction, Harry Joe Brown. A political satire presented as a comic opera. The story is laid in New Amsterdam in 1650, when Peter Stuyvesant arrives to assume the governorship, and the shenanigans practiced by today's politicians are shown to be very, very old tricks. The songs, dances, and costumes are quaintly charming. Good fun for everyone. Cast: Nelson Eddy, Charles Coburn, Constance Dowling, Ernest Cossart.

Adults	14-18	8-14
Entertaining	Yes	Yes

The Navy Way—Paramount. Direction, William Berke. A romantic love story is woven into the background of this picture, which portrays the induction and training of boys for Navy service. The discipline, tradition, and fair play, as presented, are both instructive and satisfying. Well cast and well produced. Cast: Robert Lowery, Jean Parker, Bill Henry, Roscoe Karns.

Adults	14-18	8-14
Good	Good	Good

See Here, Private Hargrove—MGM. Direction, Wesley Ruggles. Hilarious comedy, with Army camp background, which, like the book from which it is taken, presents no serious problems and no objectionable situations, implications, or characters. From first to last it is delightfully human and appealing. It is excellently cast, naturally and realistically acted, and skilfully directed. Cast: Robert Walker, Donna Reed, Robert Benchley, Keenan Wynn, Bob Crosby.

Adults	14-18	8-14
Delightful	Amusing	Amusing

The Sullivans—20th Century-Fox. Direction, Lloyd Bacon. Flashbacks from the christening of the U.S.S. Sullivan (so named in honor of the five heroic brothers who lost their lives with the sinking of a single ship) tell a touching, human story of great appeal. Thomas Mitchell is excellent as the father of a large Irish brood, Ann Baxter is appealing as the wife of the youngest Sullivan boy, and Selena Royle is exceptionally fine as the mother. The five little boys are natural and lovable, and the transition to young manhood is remarkable—so strong is the resemblance between the actors. This is a true picture of the American family in time of war. Cast: Ann Baxter, Thomas Mitchell, Selena Royle, Edward Ryan.

Adults	14-18	8-14
Excellent	Excellent	Good

Up In Arms—Samuel Goldwyn-RKO. Direction, Elliott Nugent. This delightful farce-comedy is set to music and has some good original songs. Danny Kaye, cast as a hypochondriac, fairly sparkles as a comedian, especially in his imitations as he sings, and the rest of the cast are pleasing. The costuming and backgrounds are pretentious and the picture as a whole is excellent entertainment. Cast: Danny Kaye, Dinah Shore, Dana Andrews, Constance Dowling.

Adults	14-18	8-14
Amusing	Amusing	Amusing

FAMILY

The Bridge of San Luis Rey—United Artists. Direction, Rowland G. Lee. This poignant, thought-provoking social drama touching on the philosophy of life is adapted from the book by Thornton Wilder. Lavishly produced with a fine attention to detail, it has also an appealing plot, picturesque foreign settings, and a notable cast in excellently presented, interesting

characterizations. Cast: Lynn Bari, Akim Tamiroff, Francis Lederer, Nazimova.

Adults	14-18	8-14
Good	Good	Mature

The Curse of the Cat People—RKO. Direction, Gunther V. Fritsch, Robert Wise. This sequel to "The Cat People" has a mild horror theme combined with an interesting study in child psychology. Ann Carter is excellent as the lonely, sensitive little girl who makes friends with the kindly ghost, as portrayed by Simone Simon. Attractive outdoor settings, beautiful music, and eerie wind effects supply suitable atmosphere. Cast: Simone Simon, Kent Smith, Jane Randolph, Ann Carter.

Adults	14-18	8-14
Entertaining	Entertaining	No

Action in Arabia—RKO-Radio. Direction, Leonide Moguy. Set in Damascus in 1941 and teeming with intrigue and espionage, this murder-mystery romance is excellently photographed and realistically acted. Cast: George Sanders, Virginia Bruce, Leonore Aubert, Gene Lockhart.

Adults	14-18	8-14
Good	Good	Tense

The Impostor—Universal. Direction, Julien Duvivier. This is the story of the regeneration of a convicted murderer who escapes during the Nazi bombing of Tours on June 14, 1940. It is also the story of the rebirth of France through the rebuilding of the French fighting units under the banner of the Free French. The picture has a feeling of reality and builds to a logical tragic ending, but it is inspiring in its prophecy that, in spite of present defeat, France will, in the end, achieve glorious victory. Cast: Jean Gabin, Richard Whorf, Allyn Joslyn, Ellen Drew.

Adults	14-18	8-14
Good	Good	Tense

In Our Time—Warner Bros. Direction, Vincent Sherman. This is a vital and interesting social drama with war in the background, and a well-told story presented by an excellent cast. The pastoral Poland and the inspiring music of Chopin running throughout the picture make it one to be long remembered for its poignant beauty. Cast: Ida Lupino, Paul Henreid, Nancy Coleman, Mary Boland.

Adults	14-18	8-14
Interesting	Interesting	Mature

It Happened Tomorrow—United Artists. Direction, Rene Clair. A refreshing comedy of situations and characterizations presented in a series of episodes, each episode brilliantly presenting its comic and serious phases. Thoroughness of preparation, completeness of setting, excellence of cast, and the sound truth of its theme make this excellent entertainment. Stemming from the assertion "Time is an illusion," this is the story of the adventures that befall a young reporter of the 1890's who, for three succeeding days, strangely finds himself in possession of newspapers recounting the following day's happenings. Cast: Dick Powell, Linda Darnell, Jack Oakie, Edgar Kennedy.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

Jane Eyre—20th Century-Fox. Direction, Robert Stevenson. Charlotte Bronte's long popular novel of English life is well adapted, relating the melodramatic, stilted love story of the middle '80's. It has been given excellent production, although the acting is at times somewhat ponderous. Lovers of the book will enjoy this, as both the action and the dialogue follow faithfully. Cast: Orson Welles, Joan Fontaine, Margaret O'Brien, Peggy Ann Garner.

Adults	14-18	8-14
Good	Good	Mature

Passage to Marseille—Warner Bros. Direction, Michael Curtiz. The struggle between the Vichy French who would surrender to the Nazis and those Frenchmen who would continue the fight is the theme of this powerful drama adapted from the novel by Charles Nordhoff and James Norman Hall. The principal characters are five escaped convicts who are picked up at sea by a French cargo ship. The music by Max Steiner, the photography by James Wong Howe, and the character portrayals of an outstanding cast are combined with great technical skill. Cast: Humphrey Bogart, Claude Rains, Peter Lorre, Vladimir Sokoloff.

Adults	14-18	8-14
Outstanding	Excellent	Tense

Passport to Adventure—RKO-Radio. Direction, Ray McCarey. This latest story of the Hitler war cycle suffers from that ranking, being the last of this cycle to date. News flashes and clippings have been the sources for the script writers. Their choice of filling for the story's episodes is very weak. Far-

fetched. Cast: Elsa Lanchester, Gordon Oliver, Leonore Aubert, Lionel Royce.

Adults	14-18	8-14
Fair	Fair	No

The Purple Heart—20th Century-Fox. Direction, Lewis Milestone. Dramatically told story of the eight American flyers who were grounded in China, tried in a Japanese civilian court, tortured, and killed, then posthumously awarded the Military Order of the Purple Heart by their outraged government. Although there are few actual torture scenes, the picture is tense and tragic in its implications and situations. Most of the action takes place in the courtroom and in the cells where the boys are confined. The eight boys who portray the flyers give superb performances. Their bravery, in face of fiendish cruelty and suffering, is an inspiration and a challenge to all Americans. Cast: Dana Andrews, Richard Conte, Farley Granger, Kervin O'Shea, Donald Barry, Sam Levene, Charles Russell, John Craven.

Adults	14-18	8-14
Outstanding	Tense	Very tense

Uncensored—British Gaumont. Direction, Anthony Asquith. Believing truth to be a stronger fighting weapon than military force, a small group of Belgian patriots outwit their Nazi oppressors by operating an underground press. Cast: Eric Portman, Phyllis Calvert, Griffith Jones, Raymond Lovell.

Adults	14-18	8-14
Good	Good	Tense

ADULTS

Escape to Danger—RKO. Direction, Victor Hanbury, Lance Comfort, Mutz Greenbaum. Espionage melodrama with a good cast and photography, but with story and action so involved that the picture becomes confusing. An English school teacher, in Denmark, poses as a friend of the Nazi officers, when she is really a member of the underground and is sent by them on a dangerous spying mission to England. Cast: Eric Portman, Ann Dvorak, Karel Stepanek, Ronald Ward.

Adults	14-18	8-14
Fair	If interested	No

Lady in the Dark—Paramount. Direction, Mitchell Leisen. The career woman theme is given some purpose and originality by revealing, through psychiatric analysis, that the heroine's unhappiness and frustration are caused by an inferiority complex rooted in childhood neglect. The production is spectacularly extravagant—one continuous fashion show of luxurious furs and gowns, and lavish sets that overshadow the story. The color is exquisite, especially in the dream sequences. Cast: Ginger Rogers, Ray Milland, Warner Baxter, Jon Hall.

Adults	14-18	8-14
Diverting	Doubtful	No

MOTION PICTURES REVIEWED IN MARCH ISSUE

JUNIOR MATINEE (8 to 14 Years)

Broadway Rhythm—Musical extravaganza.

Henry Aldrich, Boy Scout—Henry leads a Boy Scout troop.

Moonlight in Vermont—Fairly entertaining comedy with music.

Rationing—Comedy-farce built around rationing.

Week-End Pass—Fair light comedy.

FAMILY

Ali Baba and the Forty Thieves—Exciting action; some torture scenes.

The Fighting Seabees—Interesting and informative.

A Guy Named Joe—Excellent presented fantasy.

The Heavenly Body—Amusing light comedy.

None Shall Escape—Tense and tragic war scenes.

The Spider Woman—Sherlock Holmes in a murder mystery

Standing Room Only—Gay, farcical comedy.

Three Russian Girls—Russia at war.

Timber Queen—Routine story of logging.

The Uninvited—Exceptionally good ghost story. Thrilling.

ADULTS

Lifeboat—Tense melodrama.

The Lodger—Horror picture.

Phantom Lady—Morbid psychological study of a paranoiac.

National Conference on Childhood and Youth

THE WARTIME conference on the problems of children and youth to be held by the National Congress of Parents and Teachers in the spring of 1944 will take place at the Hotel Pennsylvania in New York, May 22-24. The theme selected is "All Children Are Our Children," and the program will include a parent education forum and a series of symposiums on the conference theme.

Discussions will center upon the most important and urgent problems now facing the parents and educators of America: juvenile delinquency, health, safety, home-school cooperation, child labor and exploitation, youth activities, social services, and postwar planning. Discussion sections have been arranged on parent-teacher work, including war activities, the community school lunch, the legislation program, parent-teacher publicity, basic needs of the local unit, and special needs of such specialized parent-teacher groups as the high school association and the preschool section.

Life memberships will be presented to persons who have made distinguished contributions to parent-teacher progress.

Many special features, including addresses by nationally known speakers, are being planned. Mrs. Franklin D. Roosevelt will make the opening address. Other prominent speakers include Dr. John Studebaker, U. S. Commissioner of Education; Brigadier-General Walter L. Weible, Director of Training, Army Service Forces; and Dr. Katharine Lenroot of the Children's Bureau.

There will also be an Allied Nations dinner meeting, at which distinguished representatives of our fighting allies will be present.

Plans for the conference, at this early date, are not yet complete in every detail but will soon be ready for release. Further information may be obtained from the *National Congress Bulletin*. There is every reason to expect, considering the urgency of the problems awaiting discussion, that the conference will be one of the most fruitful in the history of the National Congress.

SAVE ALL BACK ISSUES of the *National Parent-Teacher*

Don't throw this copy away when you have finished reading it! Save it for future reference, or pass it on to a friend. What appears in the *National Parent-Teacher* has permanent value as study and program material, and the helpful features and articles will be welcomed by any mother with growing children to guide. Your child's teacher, too, may need the Magazine, and you can bring it to her attention. Now is the time for all-out conservation of everything valuable. Don't let your Magazine go to waste.

Contributors

OLGA ADAMS, teacher and director in charge of the kindergarten connected with the University of Chicago elementary school, is well known in the whole field of childhood education. She is a past president of the Association for Childhood Education; this high honor was conferred upon her in recognition of her great contribution to the development of the young child. Miss Adams is also a staff member of the elementary workshop conducted in the summer by the University of Chicago.

JOHN E. ANDERSON, director of the Institute of Child Welfare, University of Minnesota, has recently concluded a term as chairman of the Exceptional Child committee of the National Congress of Parents and Teachers. Eminent in the entire field of child development, Dr. Anderson has made memorable contributions to current knowledge. He is the author of several outstanding books on child training.

MAY LAMBERTON BECKER is children's book editor of the NEW YORK HERALD-TRIBUNE. Recognized as one of the nation's foremost authorities on children's reading, Mrs. Becker is deeply interested in obtaining as wide a circulation as possible of juvenile books that will help to keep children's emotions stable under the stresses of war. Her book lists and evaluations appear frequently in this magazine.

ROBERT P. TRISTRAM COFFIN needs no introduction to any part of the American reading public. He is a famous poet, a Pulitzer prize winner, and a professor of English at Bowdoin. Dr. Coffin's published work also includes the delightful prose volume *A Book of Uncles*. His stories in the *National Parent-Teacher*, with their sensitive interpretation of childhood and country life, are much appreciated by our readers.

EDUARD C. LINDEMAN of the New York School of Social Work has had a long, varied, and successful career in the field of social science and human relations. He is the author of important books in these areas, including *The Community*, *The Meaning of Adult Education*, and *Leisure: A National Issue*. He is advisory editor of *Rural America* and has served with distinction on numerous committees, including the Advisory Committee of the White House Conference on Children in a Democracy.

BONARO W. OVERSTREET, whose contributions to the national thinking are widely and increasingly recognized as significant, is a poet and lecturer as well as a writer of high-ranking articles and stories. Her name is well and pleasantly known to our readers.

KATHARINE W. TAYLOR is consultant in family life education in the Seattle public schools. The mother of three children, Dr. Taylor has an admirable personal background for her work. The results of that work have been shared with American parents and teachers through a number of important publications, including the well-known book *Do Adolescents Need Parents?*

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. F. W. Blum, President, Oregon Congress; Mrs. Elston S. Leonard, President, Arkansas Congress, and Mrs. Jack Williams, President, Sheridan Parent-Teacher Association; Mrs. Paul J. Dunn, President, Tennessee Congress; and Mrs. Joseph W. Eshelman, President, Alabama Congress.